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ABSTRACT

This report describes the activities and accomplishments of the New England Multifunctional Resource Center (MRC) during the second year of its current contract with the United States Department of Education. The mission of the MRC is to provide training and technical assistance to educators and parents of limited English proficient (LEP) students, with the ultimate goal of increasing the effectiveness of elementary and secondary school instruction so as to maximize LEP student learning and achievement. During the 1993-94 academic year over 2,700 separate training activities were provided to bilingual, ESL, and mainstream teachers as well as to parents and community members. These training activities included workshops, consultations, and symposia. The MRC also co-sponsored numerous conferences, institutes, professional development seminars, and regional workshops with other educational organizations. (MDM)

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ED 375 656

ANNUAL PERFORMANCE REPORT

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER FOR LANGUAGE AND CULTURE IN EDUCATION BROWN UNIVERSITY

OCTOBER 1994

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NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER

FOR

LANGUAGE AND CULTURE IN EDUCATION

A Program of The Education Alliance at Brown University

Dr. Adeline Becker, Executive Director

Charlene Heintz, Director, MRC

Consortium of:

Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

ANNUAL PERFORMANCE REPORT

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER FOR LANGUAGE AND CULTURE IN EDUCATION BROWN UNIVERSITY

OCTOBER 1994

New England MRC, Brown University, 144 Wayland Avenue, Providence,RI 02906-4384
(401) 274-9548 / FAX (401) 421-7650

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER

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Brown University
niversity of Hartford
niversity of Massachusetts
niversity of Southern Maine

Contract #T292010001

September 28, 1994

Ms. Ana Maria Garcia, COTR
Education Program Specialist
U.S. Department of Education
OBEMLA
400 Maryland Avenue, SW
Mary E. Switzer Bldg., Room 5621
Washington, DC 20202-6500

Dear Ms. Garcia:

Enclosed per contract requirement are two (2) copies of the new England Multifunctional Resource Center's Annual Performance Report for October 1, 1993 through September 30, 1994.

In addition, one (1) copy each has been sent to Harry Kessler, CO, and The National Technical Information Service (NTIS) and two (2) copies to the Educational Resource Information Center (ERIC).

If any additional information is needed, please contact me.

Sincerely,

Charlene Heintz
Director MRC

CH:el

cc: Harry Kessler, CO
The National Technical Information Service
Educational Resources Information Center

Enclosures

New England MRC, Brown University, 144 Wayland Avenue, Providence,RI 02906-4384
(401) 274-9548 / FAX (401) 421-7650

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I. EXECUTIVE SUMMARY

Executive Summary

This Annual Performance report documents, in detail, the collective work performed by the New England MRC-1 in collaboration with satellite offices at the University of Massachusetts, University of Southern Maine and University of Hartford. It is a comprehensive look into the wide-array of service delivery in which we are engaged. (e.g.. workshops, forums, coursework, technical assistance services, conferences) as well as the effectiveness and impact these services have had throughout New England. This report incorporates both formal and informal responses from MRC clients as well as direct observations by MRC staff, interviews with key project personnel, compilations of service data, monthly reports and ongoing evaluation reviews.

The MRC-1's organizational structure, that of University consortium members functioning in strategic geographic locations, is no coincidence. This approach to service delivery has allowed for: 1) greater visibility in the field 2) immediate responses to training needs 3) staff who are part of the communities they serve thus enabling them to see the "bigger picture" on important local educational initiatives. They can, therefore, contextualize their work 4) a greater variety and number of resources from which to draw and 5) a substantial savings in time and travel for staff. This organizational structure is powerful and effective. It contributes to the quality and quantity of coordinated services such as the MRC staff's participation on state steering committees, monitoring teams, technical assistance sessions, special state-initiated educational reform meetings. This close cooperative arrangement is also exemplified by SEA participation in MRC quarterly meetings, service delivery planning and evaluation reviews. In effect, this model has served as the basis for these collaborative efforts and the extensive array of innovative programs and service models which characterize the New England MRC.

From October 1, 1993 through July 31, 1994, the New England Multifunctional Resource Center for Language and Culture in Education at Brown University has been actively engaged in the design and implementation of exemplary training services for educators of LEP students throughout the New England area.

During this ten-month timeframe, over 2,700 separate training activities were provided to bilingual, ESL and mainstream teachers as well as to parents, and community members. These diverse services have taken a variety of forms, including 300 workshops involving over 7,500 attendees, 1,416 consultations with over 2,400 individuals, and 1,013 other related activities such as advisory

board participation and symposia events which involved close to 5,300 additional clients.

Supplementing the wide variety of training and technical assistance services described above, the MRC also co-sponsored numerous conferences, institutes, professional development seminars and regional workshops with LEAs, SEAs, IHEs and other agencies. These co-sponsored functions included a Native-American conference, three week-long institutes, one two-day New England Superintendents' Summer Institute, four quarterly SEA meetings, Superintendents' Advisory Council sessions, a Title VII Regional Directors' Workshop, three state-wide Principals' conferences, three Professional Development Seminars, two teleconferences, nine university-based courses, and seven special conference co-sponsorships.

MRC staff also made presentations at seven statewide conference, two regional conferences, four national conferences and two international conferences. The MRC continues to participate in numerous state-wide advisory committees, e.g. Rhode Island LEP Advisory Council, Massachusetts Bilingual Education Advisory Panel, The Commissioner's Task Force for Bilingual Education in Connecticut, and State Civil and Language Rights Commissions in Maine and New Hampshire. The staff also served on numerous planning boards and program review committees which comprise nearly thirty other training related commitments. Cooperative activities initiated by the MRC involve the EAC, NCBE, DAC, SEAs, IHEs and LEAs in a wide range of regional offerings.

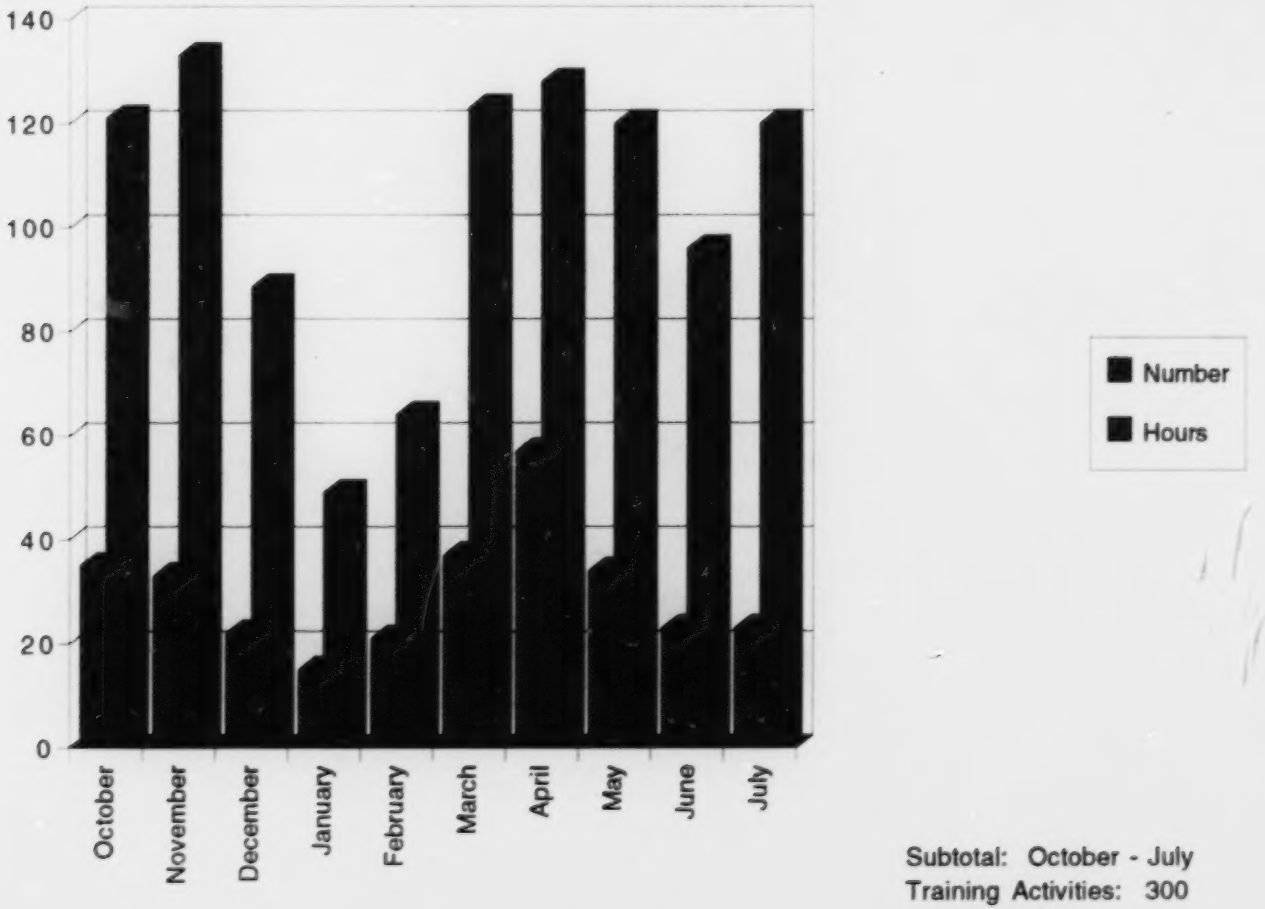
The integration of its Special Information Gathering area, Bilingual Program Administration into the MRC's framework of service delivery has been particularly productive. Superintendents, principals, central administrators, bilingual program directors and SEA staff have all received ongoing training specially targeted to their LEP administrative responsibilities. Over these ten months, information on Bilingual Program Administration has been collected for dissemination to the MRCs. Similarly, the INNOVATOR, a publication of the New England Superintendents' Leadership Council that contains collections of recommended LEP program strategies, has been shared with local administrators and other MRCs. These activities complement other forms of technical assistance in the area of LEP Program Administration which are routinely provided by the New England MRC staff to regional educators and national MRC personnel.

The MRC was able to participate in one staff exchange. This exchange focused on superintendents' training. Four other exchanges are planned for Year III. In fact, eight MRC Directors brought thirteen representative

superintendents to the 1994 New England Superintendents' Summer Institute. MRC staff also conducted sessions on Bilingual Program Administration at the MRC Training of Trainers meeting organized by sister MRCs. These activities further highlight the New England MRC's contribution to the sharing of ideas among Centers.

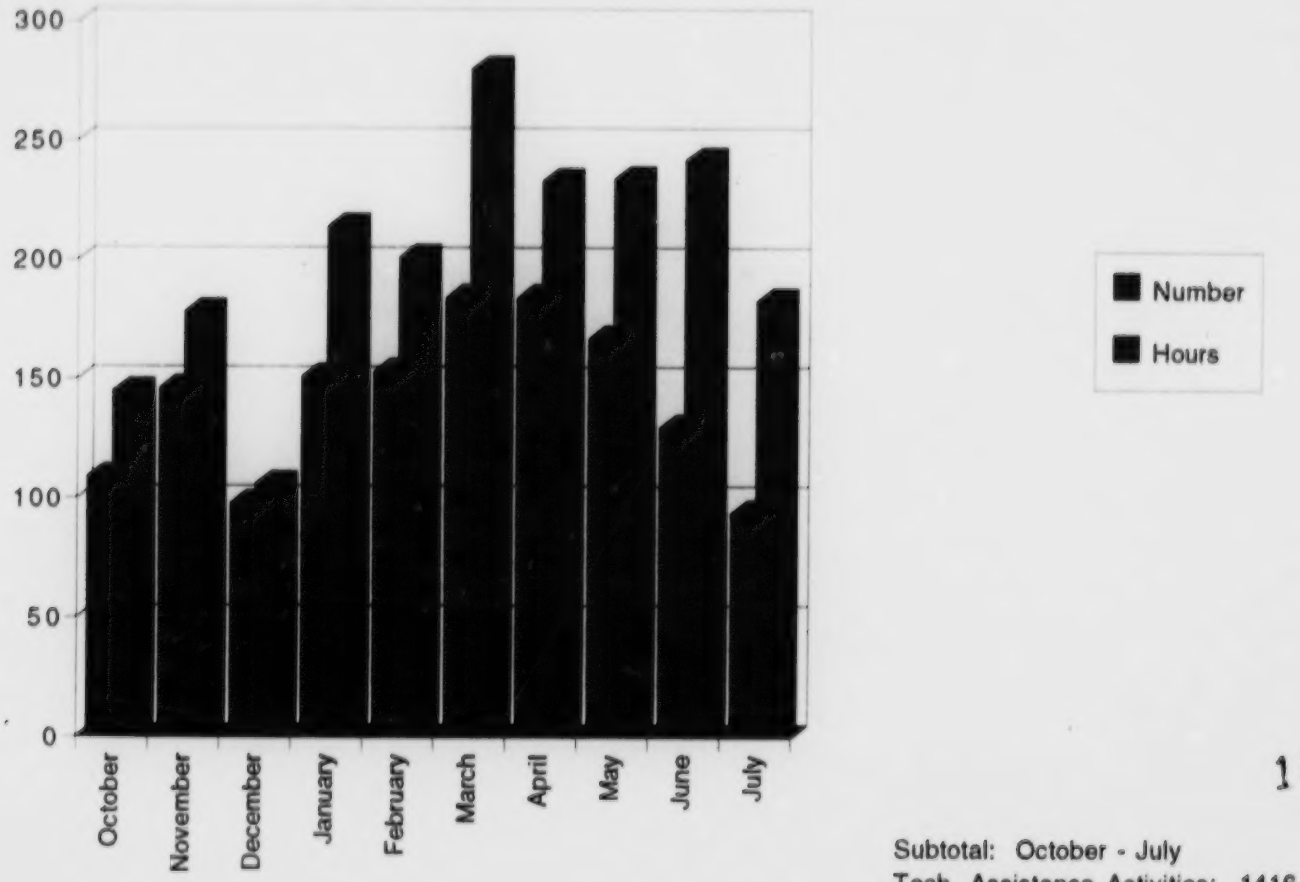
The New England Superintendents' Leadership Council. A Consortium for Educating Language Minority Students, is one of the most challenging and exciting initiatives of the New England MRC. Through the MRC's efforts, the New England Superintendents' Leadership Council now involves over 150 regional superintendents in discussions and long-term training on strategies for improving LEP education. Superintendents conduct bi-monthly workshops and meetings in each state and participate in the annual summer institute. The 1994 Superintendents' Summer Institute was characterized by expert presentations, intensive small group sessions, and demonstrations conducted by superintendents for their colleagues. The participation of the Commissioners of Education from five of the six New England states attests to the value of the Superintendents' Leadership Council not only as an important regional resource, but as an invaluable opportunity to meet and share experiences and expertise. The Chief State Officers played a critical role in this year's Institute agenda through panel presentations and chairing individual focus groups on specific LEP programmatic issues. The Superintendents' Advisory Board meets every September, January, April and June to facilitate long-term regional planning. The SEAs also participate in these important cross-cutting sessions.

TYPE OF ACTIVITY: TRAINING



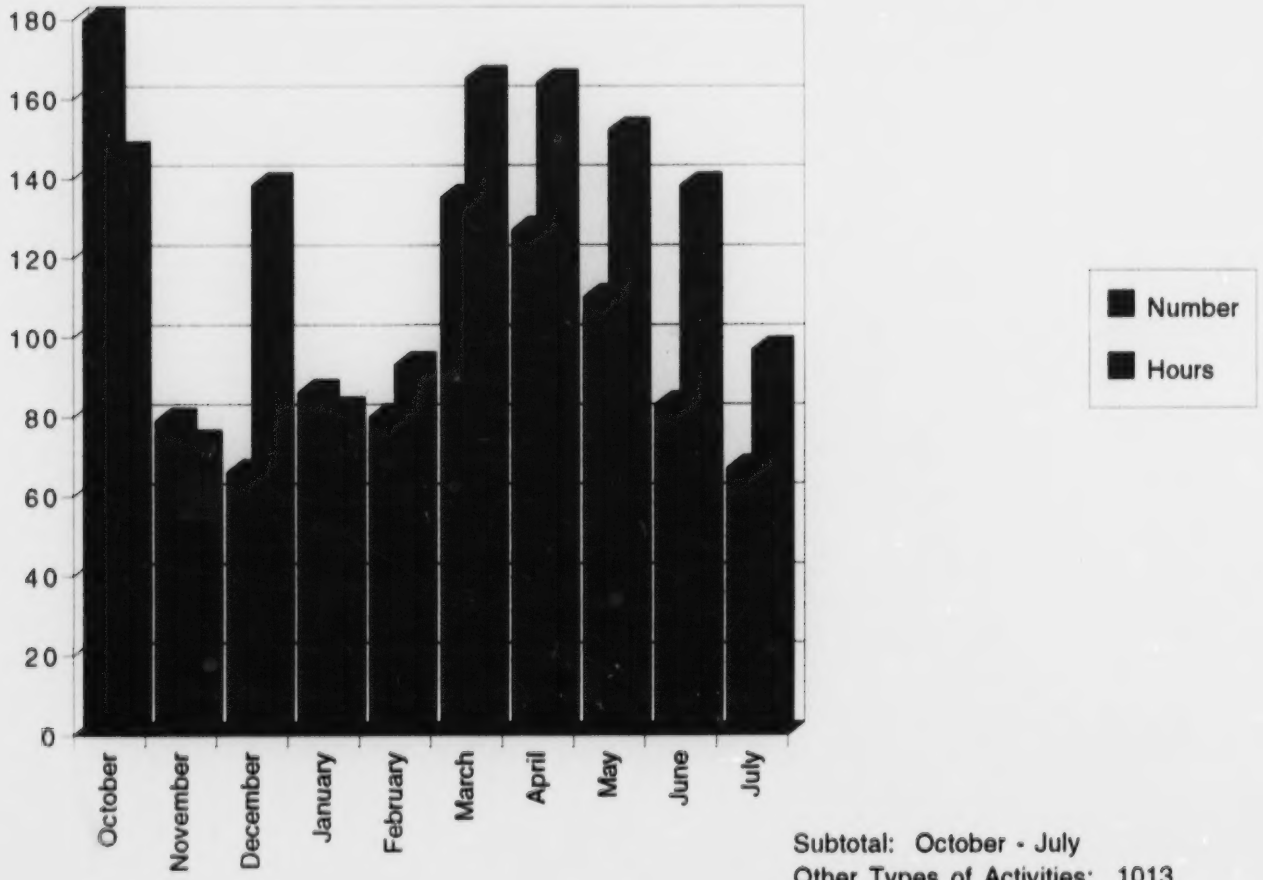
Subtotal: October - July
Training Activities: 300
Hours: 1042.5

TYPE OF ACTIVITY: TECHNICAL ASSISTANCE



Subtotal: October - July
Tech. Assistance Activities: 1416
Hours: 2016

TYPE OF ACTIVITY: OTHER



Subtotal: October - July
Other Types of Activities: 1013
Hours: 1248.1

II. MAJOR ACTIVITIES

SUMMARY OF ACTIVITIES

During the 1993-94 contract year, the MRC continued its delivery of a wide range of workshops and technical assistance offerings designed to improve the quality of LEP education in the region. Efforts to promote effective instruction are reflected in the diverse activities that characterize the MRC's annual service delivery. While workshops for mainstream, ESL, and bilingual teachers on second language methodology, whole language approaches to second language literacy, sheltered instruction, cooperative learning, multiculturalism, and program/curriculum development continue to constitute a large portion of the MRC's training and technical assistance activities, topics ranging from parent/community involvement and early childhood education to bilingual special needs are also prevalent.

The MRC is well known for its careful needs assessment and its tailoring of training to meet the expressed and observed needs of the participants. Attached is one version of a questionnaire, typical of those used to learn about workshop participants.

Comprehensive training models aimed at administrators and recent trends in the region toward site-based management, inclusionary programs and restructured departments of education have resulted in the MRC working with increasing numbers of administrators through a greater number of activities organized to meet administrators' training needs. This increase has come about in large part due to the success and influence of the New England Superintendents' Leadership Council. Through needs assessment activities with the Superintendents, the MRC was able to accurately target administrator needs.

Numerous activities for administrators were provided to LEAs at the request of their Superintendents. Principals were invited to statewide events, such as the MRC's Rhode Island Principals' Congress. Several on-site follow-ups for school teams were held after these key events at the request of principals.

It is apparent that participation by administrators is greater when the events are supported by their district superintendent. Other factors contributing to increased administrator participation in training on LEP issues are the MRC's proactive training response to the changing demographics in New England, where new populations require administrators to seek information needed to rethink or modify program models. Changes in educational policy, such as the Massachusetts Educational Reform Act, or the Regional Integration mandate in Connecticut also motivate administrators to request and participate in relevant MRC training activities. From October 1, 1993 to July 31, 1994 attendance by administrators at MRC activities totaled over 7,591. This figure reflects the fact that many administrators have taken the initiative to participate in several different activities and series. One particularly innovative motivational feature of the MRC's work with administrators is the collaborative development of products. Several administrator training activities have focused on the development of a document which will support and inform the work of the participants. Examples of this include 1)a series of supervision checklists for the evaluation of ESL, bilingual and sheltered instruction which were developed with the Massachusetts LEP directors and 2)a set of ESL outcomes developed by Rhode Island administrators to fit into their district-wide outcomes. In Rhode Island, principals compiled a networking guide describing their programs. Teachers and community training activities have also been organized around this approach. Products of training include both Providence's LIFT document and ESL curriculum.

A sampling of the many MRC sponsored and co-sponsored activities for administrators include the events listed below. A small sampling of conference agendas follow the listing. The agendas further demonstrate that most of the MRC's activities for administrators are coordinated and co-sponsored with the SEAs, LEAs, other federally funded projects and with the New England Superintendents' Leadership Council.

A Sampling of MRC Activities Targeted for Administrators

•Equity Reform and the Language Minority Agenda

•6th Annual New England Summer Institute for Superintendents

•Strategic Planning for Language Minority Programs (New Hampshire)

•Hands-on Strategies for Bilingual /LEP Program Directors:
Effecting Educational Reform Through Collaboration (Regional Title VII)

•Program models and Their Effectiveness (R.I. Superintendents and LEP Directors, SEA staff)

•Annual Rhode Island Principals' Leadership Congress on Language Minority Issues

•Language Development or Language Disorder: Making Informed Decisions (R.I. Principals and their I.E.P. teams)

•Special Education and Bilingual Students (CT principals and LEP directors)

•OBEMLA Teleconferences

•Supervising ESL and Sheltered Instruction for Low Incidence Language Minority Populations (4 sessions for Massachusetts TBE directors)

•Monitoring LEP Programs (5) sessions for MA Department of Education monitoring teams

•Leadership Seminars for Rhode Island Administrator teams (with Project Praise)

•Creating Integrated Sheltered Programs for Low incidence LEP Students (Winooski, VT administrators)

•Meeting LEP student needs (Bridgeport, CT administrators)

•Workshop for Connecticut Superintendents on school violence

•Serving LEP Students in the Mainstream: program models

•Greater Hartford Principals' Summer Institute: Our multicultural schools

•New England Superintendents' Leadership Academy for Teachers (teams from 4 New England LEAs)

In addition to the many training activities provided to administrators in the region, the MRC provides ongoing technical assistance to administrators. This technical assistance takes many forms. Technical assistance may consist of providing research and information needed by individual administrators and groups: facilitating and serving on administrator task forces, boards, and councils; making recommendations for program change supported by training.

Recipients of MRC technical assistance are the six New England SEAs, Superintendents, Bilingual/LEP directors, principals, teachers and specialists. The MRC also provides technical assistance to Consortium member IHEs and to other IHEs in the region as well as to numerous other agencies. Between October 1, 1993 and July 31, 1994 the New England MRC provided over 2,016 hours of technical assistance to New England administrators.

The high participation rate in MRC activities is accompanied by an extremely positive evaluation response. This is attributable to both the high caliber of the MRC staff and the high degree of coordination and collaboration among the MRC and other agencies. Coordination with SEAs, LEAs, the Superintendents' Council and a host of other agencies and organizations assure the broad support and thorough needs assessment which are necessary for client participation and satisfaction. Following is a partial listing of agencies with whom the MRC has co-sponsored activities and to whom the MRC has provided technical assistance.

- Providence Superintendent's Hispanic Advisory Council
- PABEA CT, Bilingual Directors' Association
- Center for Public Service
- New Hampshire Bilingual/ESL Resource Center
- Maine Indian Education Steering Committee
- Indochinese Advocacy Project (I.A.P.)
- Socio-Economic Development Center for Southeast Asians
- Newcomer School Project- Providence Public Schools

- Haitian Studies Association
- The Urban League
- Gaston Institute, U. MA
- Providence College
- Center for Race and Ethnicity
- Center for Public Service
- New Hampshire Bilingual/ESL Resource Center
- Genesis School
- International Institute
- Project Mainstream
- CABBE ConnTESOL
- MABE
- Notre Dame College
- University of Rhode Island Field Center
- Equity 2000
- Community College of Rhode Island
- Boston University
- Massachusetts Migrant Education
- HELP (Health Education Leadership for Providence
- RI Child Opportunity Zones
- RI Council for the Arts
- Six New England SEAs
- New England Desegregation Assistance Center
- RI Mental Health Centers
- Brown Foxpoint Multicultural preschool
- Boston Public Schools Title VII Office
- Northern New England TESOL
- University of Hartford
- EAC
- Project CARES
- Project Praise
- University of Maine/Southern Maine
- University of Massachusetts
- Maine Refugee Resettlement
- Chapter I Regional TAC
- Coalition of Essential Schools
- Indochinese Advocacy Center
- Indian Task Force
- CT Institute for Teaching and Learning
- Southeast Asian Support Center
- Project CARES, Brown University
- Southeastern Massachusetts University
- New Standards Project

- National Council on Civics Education
- Center for Applied Linguistics
- Progreso Latino
- National Conference of Christians and Jews
- Stanford Working Group on Federal Programs for LEP students
- Roxbury Community College
- NCBE
- Rhode Island College
- Boston Community Vocational Education Center
- New England Principal's Association
- Massachusetts Chapter One
- University of Maine
- Project Workplace
- CT Bilingual Vocational Training
- RI Early childhood & Assessment task forces
- MA. Bilingual Education Advisory Council Testing task force
- Providence College
- Central Connecticut State College
- Portuguese Consulate
- National Coallition of Advocates for Students
- State Bilingual;/LEP Directors' Associations
- State Superintendent's Association
- National Association for Asian and Asian Pacific Educators
- SEA Title IV Projects
- Adult Basic Education Centers
- New England Superintendent's Association
- Rhode Island Principal's Academy
- Franco-American Advisory Board
- Maine Literacy Coalition
- Maine Indian Education Steering Committee
- RI T.A.W.L. (Teachers Applying Whole Language
- TESOL K-12 Task Force
- Rhode Island Reading Association
- Mass Migrant Education
- Center for Language and Cognition

The MRC co-sponsored numerous state and regional conferences during the contract year and MRC staff made guest presentations at many conferences sponsored by other agencies. Co-sponsored conferences during the contract year (in addition to the conferences for administrators already described above) included:

MRC Co-sponsored Conferences

- 12th Annual Wabenaki Education Conference: Maine 2,000 and the Challenges for Indian Education
- Maine's Annual ESL and Multicultural Education Conference:
- Annual ConnTESOL Conference
- Annual CABBE Conference and mini conferences
- MABE Annual Conference
- 2nd Annual Rhode Island Principals' Leadership Congress on Educating Language minorities
- Addressing the Needs of Puerto Rican Students in the U.S. Classroom
- Addressing the Needs of Dominican Students in the U.S. Classroom
- Addressing the Needs of Brazilian Students in the U.S. Classroom
- Addressing the Needs of Haitian Students in the U.S. Classroom
- Building Diversity into integrated Service Delivery Systems
- Building Community Support through Public Information and Communications Planning

MRC staff made presentations at many regional and national conferences sponsored by other organizations. These included:

Presentations at Regional Conferences

- Massachusetts Chapter I State Conference
- Hartford's Annual Bilingual Education Conference
- Portuguese Womens' Conference, Bristol ,RI
- Northern New England TESOL
- TAWL (Teachers Applying Whole Language) Conference
- Diverse Voices Celebrating Literacy (Maine adult literacy)
- Racism in the Schools (DAC)

•University of Maine's 1st Annual ESL Conference

•Massachusetts Migrant Education conference

MRC staff made presentations at National conferences including: those sponsored by NABE, TESOL and IRA and the Association of Asian and Asian Pacific Educators.

Courses taught at the consortium IHEs and at other IHEs by MRC staff included:

Brown University
Second Language Literacy
Cross Cultural Growth and Development
Theories of First and Second Language acquisition

University of Massachusetts
Sociocultural perspectives of Education

Providence College
Educating Culturally and Linguistically Diverse Students in Public Schools
Diversity in the Classroom
Administrator Seminar on Educating amidst Diversity
Theories of Second Language Acquisition

Notre Dame College
Content Instruction for LEP Students

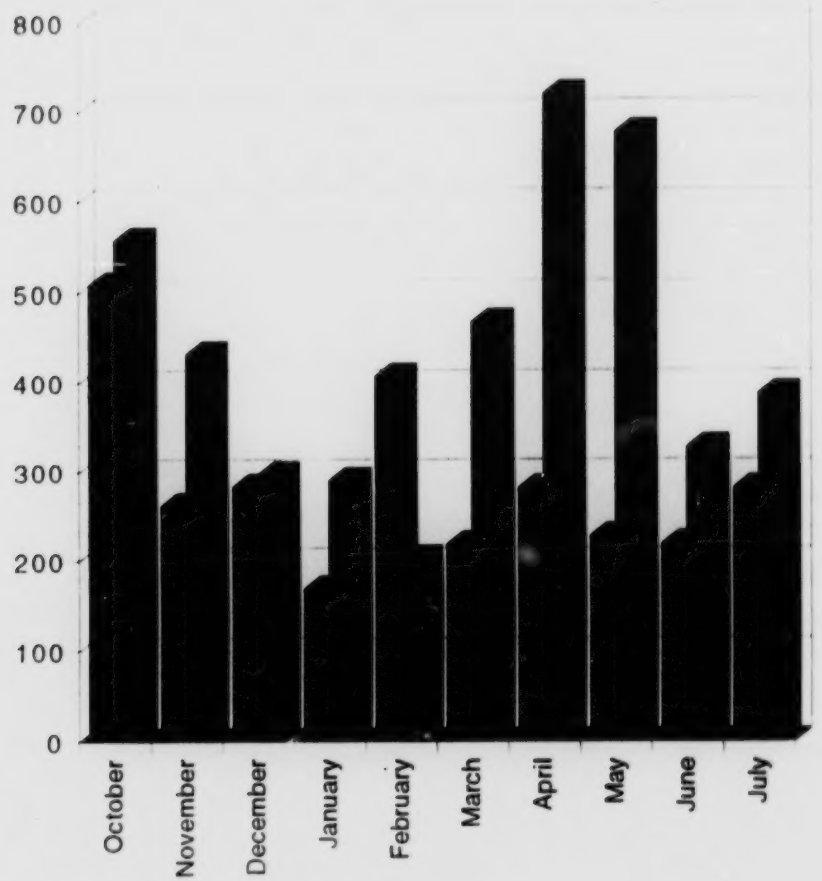
MRC staff also made guest presentations for courses at the following IHEs: Notre Dame College, University of Maine, University of Hartford, Providence College, Brown University, Boston University, Rhode Island College and others. The MRC co-sponsored a number of courses and institutes in the region during 1993-94. For many of these offerings participants variously received graduated credit, CEUs or inservice credit. These MRC courses and institutes included Instrumental Enrichment in Rhode Island, Training of Trainers Institute in Connecticut, The Superintendents Leadership Academy for Teachers in Rhode Island and the Math and Science Retreat in China, Maine.

Year__1993-94_____

1 - Teachers / Specialists
2 - Proj. Dir./ Administrators
3 - Parents / Paraprofess.
4- Students / Others
> Clients

DATE		TYPE OF ACTIVITY Training / Tech. Assist. / Other							NUMBER OF CLIENTS (by Type)				PROGRAMS Title7 / Nee	
		Num.	Hrs.	Num.	Hrs.	Num.	Hrs.		1	2	3	4		
Oct	TOTALS	35	121	109	145	180	146		1022	753	35	215	509	558
Nov	TOTALS	33	133	146	178	79	73.5		864	680	91	305	262	432
Dec	TOTALS	22	88.5	98	106	66	138		508	694	102	568	283	297
Jan	TOTALS	15	49	151	214	86	81.8		369	354	45	116	169	290
Feb	TOTALS	21	64	153	201	80	93		529	894	27	171	407	203
Mar	TOTALS	37	123	184	280	135	165		1070	839	87	447	218	467
Apr	TOTALS	57	128	184	233	127	164		2394	918	213	300	282	720
May	TOTALS	34	120	167	234	110	152		952	733	89	634	227	677
Jun	TOTALS	23	96	130	242	83	138		783	909	144	244	218	327
Jul	TOTALS	23	120	94	183	67	96.8		572	817	61	307	281	387
Aug	TOTALS													
Sept	TOTALS													
Cumulative		300	1042.5	1416	2016	1013	1248.1		9063	7591	894	3307	2856	4358

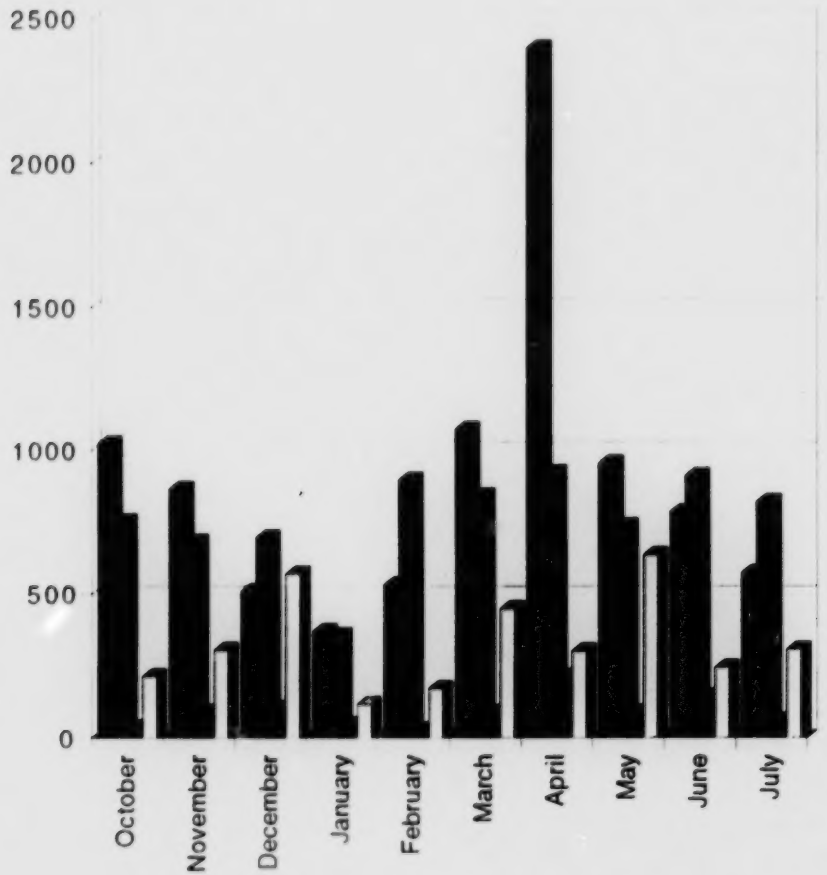
SERVICE TO PROGRAMS



*Numbers reflect multiple activities per program

Subtotal: October - July
Title VII Programs: 2856
Non-Title VII Programs: 4358

NUMBER OF CLIENTS SERVED (by type)



Teachers/Specialists
Proj. Dir./Administrators
Parents/Paraprofess.
Students/Others

*Numbers reflect multiple attendance by individuals

Subtotal: October - July
Teachers: 9063
Proj. Directors/Adm.: 7591
Parents/Paraprof.: 894
Students/Others: 3307

New England Multifunctional Resource Center for Language and Culture in Education

Executive Director, Dr. Adeline Becker

Director, Charlene Heintz

A Consortium of:

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Resource Specialists
Dr. Georgette Gonsalves
Dr. Nancy Clair

New England Multifunctional Resource Center for Language and Culture in Education

A Consortium of:

Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

New England Multifunctional Resource Center for Language and Culture in Education

Introduction:

The New England Multifunctional Resource Center for Language and Culture in Education (MRC), one of 16 multifunctional support centers funded by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, provides staff development and technical assistance to superintendents, principals, bilingual/ESL directors, teachers, paraprofessionals, ancillary staff and with state departments of education serving limited English proficient students, parents and members of language minority communities throughout the six New England States. The New England MRC, a consortium of Brown University, the University of Hartford, the University of Southern Maine, and the University of Massachusetts offers a grass roots approach to the delivery of its services. Each of the four consortium universities serves as a focal point from which training activities radiate. The Core Staff at Brown University maintains responsibility for coordinating all New England MRC Services.

Objectives:

- To gather and provide information on administrative issues in the education of language minority students
- To provide staff development and technical assistance
- To coordinate activities with bilingual and English as a Second Language (ESL) programs

Services and Activities:

- In-service workshops: single site, district or multidistrict, multiagency
- Large and small group presentations
- Model classes
- Courses and workshops for university credit
- Community-based workshops
- Summer institutes
- Symposia, seminars and special theme conferences
- Direct consultation and technical assistance
- Resource library: texts, research documents, periodicals, audio/visuals
- Literacy information packets
- New England Superintendents' Leadership Council: A Consortium for Educating Language Minority students
- "The Innovator" newsletter
- Special Projects

MRC Staff Development Topics:

Workshop topics and formats are flexible and tailored to the needs of participants.

- Administration: training, support, technical assistance, information dissemination
- Bilingual Education: program design, materials, research, special needs, two-way programs
- Content area ESL instruction to limited-English proficient and culturally diverse students
- Cooperative Learning: managing small group activities, promoting positive intergroup relations, learning through interaction
- Culture: cross cultural communications skills; multicultural community and curriculum development, cultural awareness, diversity issues
- ESL: theory and methodology, second language acquisition, materials, strategies, program development
- Literacy: whole language, critical literacy, questioning and problem posing, family literacy, reading and writing, strategies for students with limited formal schooling
- Parent and Community Involvement: home-school relationships, collaboration, parent training and advocacy, involvement with curriculum and classroom
- Pedagogy: participatory, thematic, integrated, multi-modal instructional approaches
- School Effectiveness: school reform, classroom management, program structure and implementation, capacity building, change, leadership
- Staff Development Strategies: developing knowledge and presentation skills for inservice education, "the training of trainers," supporting staff collaboration, classroom-based teacher training
- Testing and Assessment: participatory, holistic and performance-based assessment, non-discriminatory diagnostic and proficiency assessment tools

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University of Southern Maine

Name_____Grade(s) you teach_____

School_____

# of limited English proficient students in your school_____

1. Describe or name the language(s) and/or culturally diverse background of LEP students in your school/classroom.

2. What kind of programs currently serve the LEP students in your school? Explain.

3. Do you have previous training in the area of serving students with language needs?

4. What are some of the concerns you have about having LEP students finding success in your classroom? What supports do you think they and you will need?

5. What areas do you feel you would like some help in at our upcoming workshop?

Other comments:

developed by Francine Colignon

NEW ENGLAND MRC, *144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548*
FAX # (401) 421-7650

NEW ENGLAND MRC ACTIVITY SUMMARY

LEAs, SEAs or Projects Served_____ # of Clients_____ Staff Member_____

Title VII_____ month/year_____

Activity Type (check all that apply)

____Workshop(s) Title:_____

____Other:_____

____Technical Assistance

Issues Addressed:	Contact Person: Position: Activity Site:	Coordinating Agencies:
Description of Activity:	Outcome(s)/Projected work:	Level of Program: Student Languages Served: Comments:
Date(s) of Activity:	Future date(s) planned:	
___Agenda and other materials attached ___Participant evaluations attached	Credits ____Not Applicable ____Inservice ____CEUs ____University	

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

Dr. Adeline Becker, Director

A Consortium of:

Brown University
University of Hartford
University of Maine
University of Massachusetts

Hands-on Strategies for Bilingual/LEP Program Directors: *Effecting Educational Reform Through Collaboration*

REGIONAL DIRECTORS MEETING

Sturbridge, MA
October 26. 1993

9:00	**Greetings and Introductions** Multifunctional Resource Center Staff Desegregation Assistance Center Staff
9:30	**Building a Common Vision** Claire Sylvan, Teacher, International High School, New York-United Federation of Teachers Building Representative Ruthellyn Weiner, Assistant Principal, International High School, New York
10:30	**We Can't Do it Alone** Maria Wilson-Portuondo Project MAINSTREAM, Brown University
Break	
11:00	**Understanding Key Players** Group Activity
12:30	**LUNCH**
1:45	**Workshop Sessions** (descriptions attached) **A) Collaborating in an Atmosphere of Diversity** Loel Greene and Merlene Samuels New England Desegregation Assistance Center **B) Collaboration Strategies From A Mainstream/ESL Multidistrict Consortium** Donald L. Bouchard, Project Synergy, Kennebunk, Maine **C) Assessing LEP Elementary Students in Integrated, Team Taught Settings** Carolyn Vincent, Evaluation Assistance Center East
3:00	**State Planning Meetings**
4:00	**Departure**

NEW ENGLAND MRC, *144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548*
FAX # (401) 421-7650

FRIDAY, JULY 1

8:00 **STATE BREAKFAST MEETINGS:**
Connecticut
Superintendent James Connelly /
Myrella Lara, SEA
Maine
Barney Bérubé, SEA
Massachusetts
Superintendent Marylou McGrath /
Superintendent Peter Negroni /
Gilman Hébert, SEA
New Hampshire
Superintendent Henry LaBranche /
Robert Fournier, SEA
Rhode Island
Superintendent David Heimbecker /
Virginia daMota, SEA
Vermont
Superintendent Paul Danyow /
Jerry Robinson, SEA

9:30 ***Student View of School Reform***

(Panel comprised of language minority students from each New England State)

11:00 **Congressman Jack Reed**
"Reauthorization and the Language Minority Student"

11:30 - 12:00 **Wrap-Up**
Phil Zarlengo,
Rhode Island Department of Education

Co-Sponsored by

The Andrew W. Mellon Foundation

The Education Alliance at Brown University:

The New England Multifunctional Resource Center

The New England Desegregation Assistance Center

Project CARES

The Six New England State Departments of Education

The New England Superintendents' Leadership Council

For Information about :

The New England Superintendents' Leadership Council

Contact:

Bob Parker or Nancy Levitt-Vieira
The Education Alliance / Brown University
144 Wayland Avenue
Providence, RI 02906

(401) 274-9548
FAX (401) 421-7650

The Sixth Annual

New England Superintendents'

Summer Institute

June 29 - July 1, 1994
Newport Harbor Hotel
Newport, RI

WEDNESDAY, JUNE 29

EQUITY, REFORM & THE LANGUAGE MINORITY AGENDA

2:00 - 5:00 **REGISTRATION**

3:00 **ORIENTATION: Out-of-Region Participants**
Superintendent Peter Negron,
Springfield, MA Public Schools

Adeline Becker, Executive Director
The Education Alliance,
Brown University

4:00 **ORIENTATION: New Members of the Council**
Superintendent Henry LaBranche,
Salem, NH Public Schools

Bob Parker,
Coordinator, Project CARES,
Brown University

5:00 **RECEPTION**

6:00 **PROGRAM OVERVIEW**
Superintendent James Connelly,
Bridgeport, CT Public Schools

6:15 **GREETINGS:**
Brenda Dann-Messier,
Secretary's Regional Representative
U.S. Department of Education

6:30 **KEYNOTE:**
Dudley Flood,
Executive Director,
North Carolina Association of
School Administrators
"Multiculturalism & Equity"

7:30 **DINNER**

THURSDAY, JUNE 30

8:00 **COFFEE**

8:15 **GREETINGS & INTRODUCTIONS:**
Adeline Becker

8:45 **KEYNOTE:**
Eugene Garcia, Director, OBEMLA
U.S. Department of Education,
Washington, DC
"Equity, School Reform and the Language Minority Agenda"

9:45 **COMMISSIONERS' RESPONSE**

A Panel of New England Commissioners of Education react to the Keynote Address

10:45 **BREAK**

11:00 **FOCUS GROUPS**

- ***How Professional Development can address language minority student needs***
  Facilitators: Commissioner Robert Antonucci (MA)
  Superintendent MaryLou McGrath (Cambridge, MA)
  Superintendent Henry LaBranche (Salem, NH)
- ***Outcomes Education for language minority students***
  Facilitators: Commissioner Leo Martin (ME)
  Deputy Commissioner Benjamin Dixon (CT)
  Superintendent James Connelly (Bridgeport, CT)
  Barney Bérubé (SEA, ME)
- ***Issues of Inclusion for language minority students***
  Facilitators: Commissioner Peter McWalters (RI)
  Superintendent David Heimbecker (N. Providence,RI)
  Virginia daMota (SEA, RI)

12:30 **LUNCH**

1:30 **FOCUS GROUP REPORTS and FOLLOW-UP**

2:30 **WORKSHOP SESSIONS**

1-Walter Secada, Associate Dean of the School of Education, University of Wisconsin
Latest Research on School Restructuring & Equity

2- Don Bouchard, Project Synergy, ME
Superintendent Mark Joyce (Kennebunk, ME)
Superintendent Roger Spugnardi (Biddeford, ME)
Collaboration among Low Incidence Populations

3- Superintendent David Heimbecker (North Providence, RI)
Characteristics of Successful Change Agent Teams

New England Multifunctional Resource Center for Language and Culture in Education

144 Wayland Ave.
Providence, RI 02906
(401) 274-9548

A Consortium of
Brown University
University of Hartford
University of Southern Maine
University of Massachusetts

The MRC wishes to thank the following principals who participated in planning this event:

Linda Casey	Cranston
Carol Fortin	Woonsocket
Samuel Greenstein	Providence
Walter Guest	Pawtucket
Leslie Improta	Warwick
Joyce Hindle Koutsogaine	Cumberland
Gerald Landes	Providence
Joseph Maguire	Providence
Carol Masson	Central Falls
Robert O'Brien	North Providence
John Rezendes	East Providence
Patricia Richards	Cumberland
Judy Richardson	East Providence
Diane Santos	East Providence

Second Annual Rhode Island Principals' Leadership Congress on Educating Language Minority Students

December 1, 1993 — Holiday Inn at the Crossings

Sponsored by:

New England Multifunctional Resource Center for Language and Culture in Education at Brown University

New England Desegregation Assistance Center at Brown University

New England Superintendents' Leadership Council: A Consortium for Educating Language Minority Students

Rhode Island Department of Education

11:30 Foyer	**Registration**
12:00 Patriots Room E-H	**Buffet Lunch**
1:00 Patriots Room E-H	**General Session** Greetings and Introductions Keynote Address: ***CREATING WHOLE SCHOOL CONTEXTS TO SUPPORT ENGLISH AS A SECOND LANGUAGE*** Jean Handscombe, North York Board of Education, Toronto, Ontario, Canada former President of International TESOL (Teachers of English to Speakers of Other Languages)
2:15-3:45	**Concurrent Workshop Sessions**
Wickford Room	A. ***INTEGRATING LEP STUDENTS INTO THE SCHOOL COMMUNITY*** Eric Nadelstern, Principal, The International High School at LaGuardia Community College, New York The appearance of increasing numbers of limited English proficient (LEP) students in our schools provides a unique opportunity to rethink our classroom practices for all students. Participants will examine their educational beliefs in light of instructional approaches developed for use with LEP students at The International High School at LaGuardia Community College. These strategies include integrated language development and content area study, interdisciplinary thematic learning, and alternative assessment of students and faculty.
Kingston Room	B. ***MAINSTREAMING THAT WORKS*** Miriam Remar, Principal, Carolyn Dayn, teacher Howard C. Reiche Community School , Portland, Maine This presentation will focus on school wide programs, practices and procedures that create the framework for successful mainstreaming of multilingual students. Specific strategies that work in a multi-cultural, elementary school (K-5) setting will be reviewed, along with actual experiences and insights from the student, teacher, administrator points of view, at this nationally recognized "School of Excellence."

Patriots Room	C. ***ESL/MAINSTREAM COLLABORATION*** Donald Bouchard Title VII Director, Linda Lucas, teacher, Project Synergy, Kennebunk, ME The presenters will describe the collaborative process through which ESL teachers engage in dialogue and combine resources with other school personnel to provide support services for K-12 minority language learners in a Title VII funded consortium. The presenters will also describe the process by which ESL and mainstream teachers collaborate in teaching and developing curriculum. Follow-up discussion will encourage participants to apply these strategies to their own situations.
Rhode Island Room E	D. ***TEACHING TOLERANCE: CREATING A PEACEABLE SCHOOL*** William Waxman, Equity Coordinator, Revere MA. School Department, Principal Garfield School, Revere 1963-89 The presenter will share the models he developed to adapt to the dramatically changing demographics of his K-8 school. Staff and children are trained in diversity and cultural issues, communication skills, cooperation and conflict resolution. The team-taught integrated homeroom is the basic unit for practice and reinforcement of these skills. Parental involvement is also a key feature of the nationally recognized Garfield model, which is currently being implemented at other sites.
4:00-5:00	**General Session**
Patriots Room E-H	***PANEL AND GROUP DISCUSSION ON PROGRAM IMPLEMENTATION***
5:00-5:30	**General Session**
Patriots Room E-H	***WHAT NEXT?*** Follow-up planning facilitated by members of the Principals' Task Force

PRINCIPALS' LEADERSHIP CONGRESS
FOR
EDUCATING
LANGUAGE MINORITY STUDENTS
December 1, 1993

GROUP DISCUSSION QUESTIONS

1. Why invest time in building "a common vision'?

How can a principal lead a school staff in the development of a common vision, given the variety of staff backgrounds, beliefs, and goals?

2. Can a school be described as multicultural simply because of the cultural diversity of its student population?

How can a principal support the growth of a multicultural climate ?

3. What are the benefits for all students when ESL and mainstream teachers work collaboratively ?

How can the principal promote such collaborations?

4. Must we accept the inevitability of intercultural conflicts in school settings of racial and cultural diversity ?

How can a principal proactively address the potential for intercultural conflicts ?

LEP PROGRAM PROFILES

Compiled 11/24/93

for

Second Annual Rhode Island Principals' Leadership Congress on Educating Language Minority Students

December 1, 1993

Sponsored by:

New England Multifunctional Resource Center for Language and Culture in Education at Brown University

New England Desegregation Assistance Center at Brown University

New England Superintendents' Leadership Council: A Consortium for Educating Language Minority Students

Rhode Island Department of Education

Addressing the Needs of Students in the U.S. Classroom

Design: Jorge Arce © 1993

1) PUERTO RICANS
2) DOMINICANS
3) HAITIANS
4) BRAZILIANS

OCTOBER 19, 1993
FEBRUARY 15, 1994
MARCH 29, 1994
APRIL 26, 1994

Speakers, discussion, and group activities will be focused on the issues and needs of these students, especially concerning their school experience in the United States.

The Workshop Sessions will be held:

From: **4:00 - 7:00 p.m.**
At: **University of Massachusetts, Boston**
In: **Faculty Club, Healey Library - 11th Floor**

* Refreshments will be served.

Sponsored by: New England Multifunctional Resource Center at the Graduate College of Education at the University of Massachusetts, Boston.
The Puerto Rican and Dominican sessions are co-sponsored by the Mauricio Gastón Institute at the University of Massachusetts, Boston.
The Haitian session is co-sponsored by the Haitian Studies Association at the University of Massachusetts, Boston.

HAITIANS IN THE UNITED STATES
March 29, 1994
Agenda

4:00 - 4:30 **Welcome:** Nury Marcelino, New England MRC
Alix Cantave, Haitian Studies Association, UMass

Introduction: Jean Marc Jean-Baptiste, Director, Haitian Multi-Service Center

4:30 - 5:15 **Panel of Haitian Youth:**
Barbara Bosquet
Didier Moise
Juliana Exumé
Frantz Sylvain
Facilitator: Melissa Rivera

5:15 - 5:30 **Break**

5:30 - 7:00 **Small Group Sessions**

Topic: **Bridging the Distance: Family, Community and Schools**
Facilitators: Oreste Joseph, Teacher, Medford Public Schools
Mireille Daniels, Haitian mother
Karine David, Haitian mother
Jenny López, Lawyer, Multicultural Education Training and Advocacy (META)

Topic: **Considerations for the Elementary/Middle school Classroom**
Facilitators: Yolette Bercy, Teacher, Malden Public Schools
Pat Berkley, Teacher, Graham and Parks Alternative School

Topic: **Secondary Students with Limited Formal Schooling: Program Development and Classroom Strategies**
Facilitators: Catherine Walsh, Coordinator, New England MRC
Lionel Hogu, Haitian Bilingual Literacy Teacher, Hyde Park High School
Angel Alonso, ESL teacher, Hyde Park High School

Topic: **Haitian Program Components - What Works: A Session for Haitian Teachers**
Facilitators: Georgette Gonsalves, Bilingual Resource Specialist, New England MRC
Gary Daphnis, Bilingual Dept. Head, Hyde Park H.S.
John Barnes, Guidance Counselor, Hyde Park H.S.
Josiane Hudicourt-Barnes, Bilingual Program Teacher, Graham and Parks Alternative School

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
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A Program of The Education Alliance at Brown University

Dr. Adeline Becker, Executive Director
Charlene Heintz, Director, MRC

Consortium of:
Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

AGENDA #1 - MAY MEETING
BILINGUAL/ESL DIRECTORS-DISTRICT ADMINISTRATORS

1. Legislative Update

2. Current Administrators' Needs: Supervision and program monitoring during state and district cutbacks

3. 2 Recommendations:

   3.1 Combining Supervision and Staff Development
   3.2 Integrated Instruction Approach (as basis of our workshops and one of the contents of our training activities as well as the focus of the development of a supervisory checklist)

4. Tentative Plans: Supervisory Checklists, Administrator Training, Pilot Checklists, Focus Groups

5. Review Current Instructional Practice Charts to establish a theoretical/philosophical framework for our activities

Lunch

6. Jigsaw Reading-Collaborative Task Groups Activity:

   6.1 Developmental Supervision: An Exploratory Study of a Promising Model (Stephen P. Gordon)

   Reconvene to report on Discussion Questions and complete the Sentence Strip Activity

7. Summarize and Make Connections

Bob Parker
New England Multifunctional Resource Center

New England MRC, Brown University, 144 Wayland Avenue, Providence,RI 02906-4384
(401) 274-9548 / FAX (401) 421-7650

THE NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER

invites:

teachers	guidance counselors
administrators	social workers
specialists	paraprofessionals

...and other interested educators to learn more about two important language groups in Rhode Island.

Understanding Students from Portuguese-Speaking Backgrounds

Wednesday, April 13th, 1994

3:30 - 5:00 at the New England MRC, 144 Wayland Ave.

RSVP by Friday April 8th, (401) 274-9548

Presenter: M. Manuela Duarte

Manuela Duarte works at the East Providence School Department as a Language Assessor and Parent Coordinator. She is also a Resource Specialist at the New England Multifunctional Resource Center. Manuela is a native of the Azores and has worked in Education since 1972.

Understanding Students from Spanish-Speaking Backgrounds

Wednesday, May 11, 1994

3:30 - 5:00 at the New England MRC, 144 Wayland Ave.

RSVP by Friday, May 6th (401) 274-9548

Presenter: Sabino Rodriguez

Sabino Rodriguez is coordinator of the New England Multifunctional Resource Center satellite in Connecticut. He worked as a Spanish bilingual teacher for many years in the Bridgeport Public Schools after a successful career on Wall Street.

New England MRC, Brown University, 144 Wayland Avenue, Providence, RI 02906-4384
(401) 274-9548 / FAX (401) 421-7650

UNIVERSITY OF MASSACHUSETTS
AT BOSTON
Wheatley Hall
100 Morrissey Blvd.
Boston, MA 02125-3393

New England
Multifunctional Resource Center
For Language and Culture in Education
(617) 287-7335
Fax(617)287-7664

TBE DIRECTOR'S MEETING
MONDAY APRIL 11, 1994
SHERATON LEOMINSTER
Facilitated by C.Walsh, MRC

Agenda

9:00 - 9:15	State and Federal legislative updates
9:15 - 10:15	Certification of grandfathered ESL teachers - The DOE Legal Advisory and its implications
10:15 - 11:15	The problems and possiblities of inclusion for bilingual students - identifying criteria and developing a position statement
11:15 - 12:00	MAATBE Business
12:00 - 1:00	Lunch
1:00 - 2:30	Establishing an electronic bulletin board -Bob Tucker, Chapter 1 Computer Cooperative Center
2:30 - 3:30	Staff development plans
3:30 - 4:00	Planning for future meetings

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
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A Program of The Education Alliance at Brown University

Dr. Adeline Becker, Executive Director
Charlene Heintz, Director, MRC

A Consortium of:
Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

Whispering Pines Conference Center
W. Alton Jones Campus
401 Victory Highway
West Greenwich, RI 02817

April 29, 1994

Topic: Meeting the Needs of Students from Portuguese and Cape Verdean Backgrounds

Presenters: Dr. Georgette Gonsalves
Multifunctional Resource Center
University of Massachusetts

Maria Pacheco
Multifunctional Resource Center
Brown University

New England MRC, Brown University, 144 Wayland Avenue, Providence,RI 02906-4384
(401) 274-9548 / FAX (401) 421-7650

MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

TEL: (203) 768-5221
FAX: (203) 768-5220

Sabino Rodriguez, Jr.
IHE Coordinator

TALLER PARA PADRES LATINOS CON HIJOS / HIJAS EN LAS ESCUELAS DE GREENWICH

WESTERN MIDDLE SCHOOL
Greenwich, CT
19 de abril de 1994

AGENDA

1. INTRODUCCIÓN

   1.1 ¿Quiénes somos ?
   1.2 ¿Porqué estamos aquí ?
   1.3 ¿Qué esperanzas tenemos para nuestros hijos / hijas ?

2. PARA LOGRAR ÉXITOS ESCOLARES:

   2.1 Importancia del hogar
   a) horas especificas para estudiar (un lugar aislado - "si es posible")
   b) las tareas asignadas son muy importantes
   c) algo de lectura todos los dias (léan la página #8 del Guía Escolar)
   2.2 Hagan lo máximo por ser parte integral de la comunidad.
   2.3 El aprender, el respetar y conocer la cultura anglosajona no significa que vamos a perder lo "nuestro".

3. DISCUSIÓN FINAL Y PREGUNTAS

TENEMOS QUE DARLES RAICES Y ALAS - Y ENSEÑARLES A VOLAR.

UNIVERSITY OF MASSACHUSETTS
AT BOSTON

New England
Multifunctional Resource Center
For Language and Culture in Education

TBE DIRECTORS' MEETING

Sturbridge Host Hotel
November 23, 1993

AGENDA

9:00-9:15 Opening Remarks
Georgette Gonsalves -NEMRC
Rick Whaley -TBE Director

9:15-10:00 Reorganization of the Department of Education
Dan French - Instruction and Curriculum Services
Gilman Hebert - Learning Support Services

10:00-10:20 Education Reform Act
Russell Fleming - Instruction and Curriculum Services

10:20-10:50 Consent Agreement
Priscilla McPhee - Program Quality Assurance Services
Pam Kaufmann - Program Quality Assurance Services

10:50-11:00 BREAK

11:00-11:30 Revision of Three Year Plans
George Yu - Instruction and Curriculum Services

11:30-12:00 Bilingual Data Collection Instrument
Peter Cirioni - Accountability and Evaluation Services
Beverly Miyares - Accountability and Evaluation Services

12::00-1:00 LUNCH

1:00-2:00 ESL Certification and the Status of "Grandfathered" Teachers
TBA - Interactive with TBE Directors

2:00-3:00 Professional Development / Recertification
Carol Gilbert - Instruction and Curriculum Services

THE EDUCATION ALLIANCE

FOR EQUITY IN THE NATION'S SCHOOLS

Executive Director
Dr. Adeline Becker

Senior Advisors
John Correira, Director
New England DAC

Charlene Heintz, Director
New England MRC

Building Diversity Into Integrated Service Delivery Systems

COZ/FAMILY CENTER CONFERENCE

Sheraton Tara Airport Hotel
June 6, 1994

AGENDA

8:00 - 8:30	Registration
8:30 - 8:35	Welcome
	George McDonough, Rhode Island Department of Education
8:35 - 8:45	Introductions and Goals for the Day
	Charlene Heintz, New England Multifunctional Resource Center
8:45 - 9:45	Keynote Speaker
	Mary Montle Bacon, Ph.D., Consultant
9:45 - 10:00	Break
10:00 - 10:30	Impact of Changing Demographics on Our Communities and Schools
	Adeline Becker, Ph.D., Education Alliance
10:30 - 12:00	Team Activity: Case Studies
	Directions for Case Studies Activity
	Robert Parker, New England Multifuncitonal Resource Center

THE EDUCATION ALLIANCE, *144 Wayland Avenue, Providence, RI 02906-4384 (401)274-9548*
FAX#(401)421-7650

12:00 - 1:00	Lunch in *The Silver Shell Restaurant*
	Videos in Conference Room from 12:30 - 1:00
1:00 - 2:15	Practitioners Panel:
	Facilitator: *Charlene Heintz, Education Alliance*
	Joyce E. Butler, Brown/Fox Point Day Care Family Center *Georgette Gonsalves, Education Alliance* *Zoila Guerra, Rhode Island Department of Health* *Saban Him, Socio-Economic Development Center for Southeast Asians* *Timothy Patterson, Providence Police Department* *Vidal P. Perez, Latino Family Services* *Diane Roberts, Training School, Department of Children, Youth & Family*
	Questions from Participants
2:15 - 2:45	Making Connections
	Peter Negroni, Ph.D, Superintendent of Schools, Springfield, Massachusetts
2:45 - 3:00	Resources and Wrap-Up

Your Personal Goal(s) for the Day?

Maine's 13th Annual English as a Second Language and Multicultural Education Conference

Multicultural Children:

A Web of Support

Pre-Conference Symposium:
Thursday, October 7, 1993
1:00 - 5:30 p.m.
Conference:
Friday, October 8, 1993
8:00 a.m. - 3:50 p.m.

The Black Bear Inn
Orono, Maine

Sponsored by:

Maine Department of Education
New England Multifunctional Resource Center
New England Desegregation Assistance Center

Co-Sponsored by:

Project CARES
Cooperative Approaches to Responsive Education for Superintendents
Brown University

The New England Superintendents' Leadership Council

The New England Multifunctional Resource Center for Language and Culture in Education
Brown University

Bridgeport, Connecticut Public Schools
East Providence, Rhode Island Public Schools
Fall River, Massachusetts Public Schools
Springfield, Massachusetts Public Schools

For Information about :

The New England Superintendents' Leadership Council and Project CARES

Contact:

Bob Parker or Nancy Levitt-Vieira
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Follow-up

to
The First Annual New England Superintendents' Leadership Academy for Teachers at Brown University

School Teams as Change Agents

March 29 - March 30, 1994
Crystal Room, Alumnae Hall
Brown University

Tuesday, March 29

4:30 - 5:00	**Registration and Refreshments**
5:00 - 5:30	**Greetings and Introductions**
5:30 - 6:00	**Bob Parker, New England MRC & Project CARES, Brown University** *Review of Academy Goals & Last Years Activities* **Goals of the Academy Follow-Up**
6:00 - 7:00	**North Providence Team (Project PRAISE):** *Strategies for Successful Team Decision Making*
7:00 - 8:00	**Working Dinner** *Teams Review Last Year's Activities and Plan for the Current Year*
8:00 - 8:30	**Team Reports and Closure**

Wednesday, March 30

8:30 - 9:00	**Continental Breakfast**
9:00 - 9:30	**Bob Parker, New England MRC & Project CARES, Brown University** *Overview of the Characteristics of Successful Change Agents*
9:30 - 10:15	**Maria Pacheco, New England MRC & Project PRAISE, Brown University** Characteristics of Adult Learners
10:15 - 10:30	**Break**
10:30 - 12:30	**Fran Collignon, New England MRC & Project MAINSTREAM, Brown University** *Coaching as On-site Staff Development* *Interactive/Case Study Activity*
12:30 - 1:30	**Lunch**
1:30 - 2:30	**Team Activity:** *Facilitation as On-Site Staff Development and Technical Assistance Support*
2:30 - 3:30	**Planning and Closure:** (1) *Suggestions for Next Academy Cycle* (2) *Planning Participation by Team Members in the Next Academy Cycle* (3) *Support & Training for Teams* (4) *Review of Day's Goals*

THE NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER

TEACHER to TEACHER

Opportunities for Exchange
Spring Forums at the MRC

Co-sponsored by Project Mainstream

March 23, 1994
3:30-4:45

Exploring Inclusionary Practices: Classroom Collaborations Between Teachers and Specialists of the Emma G. Whiteknact School in East Providence

Presenters: Karen Oliveira, Barbara Jacobson, Carol Mennucci and Anita Demers

A grade 1 classroom teacher, an ESL teacher, a speech therapist and a Chapter I reading specialist collaborate in the classroom instead of using the pull-out model. They are eager to "think out loud" about their experiences of 6 months: the benefits, challenges, and questions.

Audience: Teachers and school personnel interested in new models of collaboration and instruction in the elementary grades.

3:30	Introduction
3:35	Videotape
3:45	Panel presentation
4:15	Questions and answer period/Comments

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NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
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"Language Development or Language Disorder: Making Informed Decisions"

Presenters: Maria L. Wilson-Portuondo
Jane Yedlin

April 28, 1994

AGENDA

I. Introduction

II. Language Assessment

III. Sample of Instruments

IV. Second Language Acquisition

V. Conclusion

Co-Sponsored by:

The Rhode Island Principals' Leadership Congress
on Educating Language Minority Students

New England MRC, Brown University, 144 Wayland Avenue, Providence,RI 02906-4384
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"You must believe that human beings can be changed. If you are really engaged emotionally as a human being, you will say, 'I have to, I must help.'"

Feuerstein, 1991

REGISTRATION INFORMATION

This training is provided at no cost to participants. Participants are responsible for a $75.00 materials fee and must provide/purchase own lunch. Materials fee is due upon receipt of registration confirmation.

REGISTRATION FORM

_____
Name (please print)

_____
Position

_____
School District

_____
Address Home____ Work_____

_____
Summer Address if different

_____
City 66 Zip Code

_____
Telephone Number

Do you work with LEP students?
Please indicate grade and language groups.

_____

REGISTRATION DEADLINE:

JUNE 24, 1994

INSTRUMENTAL ENRICHMENT
LEVEL I

Mail registration form to the address below.
Maria Pacheco
The Education Alliance
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INSTRUMENTAL ENRICHMENT, LEVEL I

JUST A MINUTE... LET ME THINK!

July 18 - 23
(with one day off during the week)

Sponsored by
The Education Alliance, Brown University (NEMRC, NEDAC, Project PRAISE) and the Rhode Island Department of Education

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INSTRUMENTAL ENRICHMENT (IE) LEVEL I

Background

The Instrumental Enrichment Program was developed by Professor Rueven Feuerstein, of the Hadassah-WIZO Canada Research Institute in Jerusalem, Israel. It is a thinking intervention program based on the theory of Structural Cognitive Modifiability - that every student is capable of making significant and permanent improvements in thinking ability through a process of Mediated Learning Experiences. Instrumental Enrichment is a content-free approach; it can be used with a wide range of students from around age 10 to adults, and from diverse cultural backgrounds.

LEVEL I WORKSHOP

Upon completing this workshop, teachers will be prepared to teach Level I of Instrumental Enrichment, will understand the concept of cognitive modifiability, and will be able to plan mediated learning experiences.

Dr. Meir Ben-Hur, one of Feuersteins's senior trainers of Instrumental Enrichment, will be the workshop facilitator. Participants may be able to enroll for college or in-service credit.

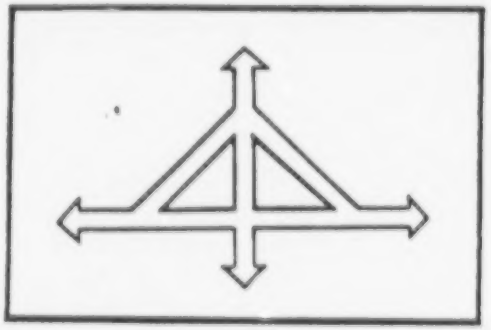
Workshop hours are from 8:00 a.m. to 5:00 p.m. Enrollment will be limited to 25 participants. Educators serving Limited English Proficient students are encouraged to apply. Mail registration form immediately to reserve a place. The workshop will be conducted at Brown University. More detailed information will be sent to those who are accepted.

CONTENTS

The Theory of Structural Cognitive Modifiability (SCM)
The Theory of Mediated Learning Experience (MLE)
Presentation of IE Instruments
Demonstration of IE Lessons

Applications with Different Target Populations
Lesson Planning and Bridging Exercises

Teaching and Critiquing Lessons
Implementation and Management Questions



BROWN UNIVERSITY

PROJECT PRAISE
Partnership Reaching Administrators in School Environments

Adeline Becker
Executive Director

Maria Pacheco
Project Coordinator/
Adj. Assist. Professor

Institute # 3
Desegregation Assistance Center
144 Wayland Avenue
March 18, 1994

Agenda

8:30-9:30	Collaborative Team Meetings **Topic: Addressing the Specific Needs of Latino Students**
9:30-11:00	Cathy Walsh Massachusetts Coordinator NEMRC University of Massachusetts, Boston
11:00-11:15	Break
11:15-12:30	Gladys Labas High School Principal, Meriden, CT
12:30-1:30	Lunch
1:30-2:30	**Topic: Developing Optimal Conditions for Language Learning** Jane Yedlin Assistant Director, NEMRC, Brown University
2:30-3:30	Focus Groups/ Evaluation

GREENWICH PEOPLE

Hispanic Outreach

Western Middle School Principal **Don Strange** recently invited parents of Hispanic students to come to the school's first Hispanic Outreach Program. About 20 percent of the students come from Hispanic families.

Suzanne Sugrue who teaches English as a Second Language, and **Jo Gonzalez**, a parent and volunteer coordinator, organized the program, which included music and authentic Hispanic food.

Sabino Rodriguez, from the language and culture resource center at the University of Hartford, encouraged parents and students to learn English and still maintain Hispanic traditions and language.

He also spoke about the need to maximize academic success, and stressed the importance of reading at home.

Resident artist

Jeannine Timchak of Cos Cob is currently exhibiting her art in the Senior Art Exhibition at Colby-Sawyer College in New London, N.H.

Timchak is to receive a bachelor of fine arts degree in painting in May. She is the daughter of **Mr. and Mrs. William Timchak** of Cos Cob.

Her portfolio includes acrylics on canvas with a focus on the human figure and portraits done in a realist style. She also is showing works in ceramics and sculpture.

The exhibit will be on display at the Marian Graves Mugar Art Gallery through May 14.

Campus chatter

Stacey J. Hatch was recently named to the Dean's List at Northwestern University, in Evanston, Ill.

She is in her junior year and has a double major in economics and mathematics.

The student is the daughter of **Adele** and **Steve Hatch** of Cos Cob.

•

Greenwich People is compiled by Thomas J. McFeeley and Jennifer A. Hartmann. If you have information about someone in the community, write to Greenwich People, 20 E. Elm St., Greenwich, 06830, or call 625-4432. Submitted photos should have no more than five people in them.

Western Middle School Principal Don Strange, left, is shown with Lidya Alfaro, Sabino Rodriguez, Suzanne Sugrue and Richard Alfaro, who recently participated in the school's first Hispanic Outreach Program. Parents of Hispanic students were encouraged to take part in school functions and in their children's education.

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Friday, May 6, 1994
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DESCRIPTION OF MRC STAFF RESOURCES, FACILITIES AND MODES OF PROVIDING TRAINING AND TECHNICAL ASSISTANCE

Over the years, the New England MRC has cultivated a staff of highly qualified and respected bilingual/ESL educators who possess extensive knowledge of their fields, related disciplines, regional needs and regional programs. This has earned the MRC a well-deserved reputation for outstanding service and has further ensured that all training and technical assistance reflect the finest talent and experience in the region. Because assessed needs vary so dramatically with respect to linguistic, geographic and programmatic disparities, a combination of full-time and part-time staff has been used as the most efficient approach to providing comprehensive services. In highly specialized areas of training outside consultant are utilized. This has encouraged the maintenance of cost effectiveness, quality control and accountability while maximizing the MRC's limited human resources. The consortium model has greatly facilitated the delivery of individualized services by providing expert staff for local on-site training.

The New England MRC staff is comprised of personnel chosen from among the finest bilingual/ESL educators in the field. The combined expertise of its veteran staff represents an impressive number of years devoted to exemplary service to language minorities and to teacher education. All staff members have direct bilingual/ESL classroom experience as teachers and administrators and all bring their first-hand knowledge of program development and implementation to the diverse tasks of the MRC. Furthermore, the staff reflect the diverse ethnic, linguistic and racial groups represented by New England's LEP populations. With expertise in Spanish, French, Portuguese, Cape Verdean Creole, Hmong, and English as a Second Language, each staff member is also knowledgeable about the history and culture of at least one of the principal geographic areas where the native language of New England's LEP children is spoken. Their knowledge has been obtained through a combination of

formal study, work-related experience and direct life experience as either a native of the target area or by living and studying in the target area.

To summarize, the MRC's strength is founded upon a staff who have bilingual proficiency in English and in a target language, all of whom are certified as bilingual/ESL teachers and/or administrators, all of whom have advanced degrees in bilingual education or related fields (e.g. foreign languages, administration), all of whom have close to 25 years of work related experience in bilingual/ESL education, and all of whom have lived and studied in the target geographic areas form which New England's LEP children emigrate.

Impressive resources accumulated over the past 19 years are housed at the MRC. These include a library of over 18,500 books, journals and audiovisual media of instruction. State-of-the-art equipment is available to the MRC through Brown University's Media Center. Similar arrangements exist at all consortium sites: University of Hartford, University of Massachusetts, and University of Southern Maine. Frequently used items such as overhead projectors and slide projectors are part of the MRC's inventory. Through multiple informal cooperative agreements with other agencies, the MRC has obtained access to numerous other resources, both human and physical, which greatly enhance the quality of regional training. During the 1993-94 contract year, the MRC's manager of library resources has succeeded in putting the collection "on line" and integrating the collections of the four consortium sites on database. In addition, linkages with Brown University's extensive library holdings have been greatly strengthened, providing MRC clients with access to one of the finest collections in the United States.

Of particular importance, during the 1993-94 contract year, new linkages were formed between the MRC and Computer Information Service (CIS) division. Staff members are currently working with this division on new telecommunications strategies. It is hoped that within the next year sophisticated teleconferencing and multimedia presentations will be weekly occurrences as training formats. A multimedia based room at CIS has been set up for

MRC presentations, training sessions and workshops. CIS staff, with technical skills, provide "in-kind" assistance for all sessions.

The MRC's facilities not only accommodate the resource library, but also provide ample staff offices and room for small workshop presentations; SEA, LEA, Title VII Traineeship meetings and workshops are frequently held at the MRC, although the majority of technical assistance is provided on-site at the LEA or IHE. Similarly, each IHE consortium site has a resource library, small meeting rooms and use of extensive university resources.

The on-site workshop continues to be the major mode of providing training. From October 1993 to July 1994, the MRC provided over 300 workshops, the majority of which, (88%) were presented in the field. In addition to workshops, the MRC offered symposia, conferences, mini-courses, seminars, forums and week-long institutes. On-site technical assistance accounted for more than 2,016 hours of client contact. These consultations ranged in format from classroom demonstrations to curriculum and program development sessions to discussions of entry/exit criteria. Through Advisory Council membership, attendance at inter-agency planning meetings and other forms of coordination activities, the MRC participated in over 1,013 additional information sharing events. The above figures do not include the Superintendents' Advisory Board sessions or the numerous training and technical assistance activities that characterize the MRC's start-up schedule in September.

The MRC's success is, to a large extent, due to the flexibility and careful needs assessment that characterize its approach. The types of activities that the MRC offers range from single classroom demonstrations and individually targeted assistance to 15-week courses and long-term district interventions. Most noteworthy is that all MRC activities are tailored to the specific needs of the clients, so that while offerings may appear general, in reality, no two training sessions are ever alike. Underlying all of our pedagogical treatments is the MRC's commitment to local capacity building. In order to achieve this goal, the MRC emphasized training for self-sufficiency by offering information and skills that enable school

districts to recognize their own often considerable strengths and begin to capitalize on them. While continuing to encourage local efforts, the MRC also extends its impact by supporting district ownership for staff development and program improvement. In this regard, the MRC offered highly successful Train the Trainers Institutes in four states, enabling local staff to become future teacher trainers.

The geographical and topical flexibility necessary for dealing with more than 170,000 students from diverse linguistic backgrounds is provided by the New England MRC's consortium model. While regionally, Spanish speakers comprise the largest language minority, Southeast Asians are the fastest growing, with sizable populations of Portuguese, Cape Verdeans, Haitians, Greeks, Chinese, French Canadians and Brazilians being well represented. This ethnic diversity is matched by the striking demographic differences between rural Maine and urban Boston, between the technological sophistication of southern New Hampshire and the one-room schoolhouses of northern Vermont, between the high per-pupil expenditures in Darien, CT and the poverty of Central Falls, RI.

In brief, the challenge facing MRC trainers is in accommodating both the broad linguistic, cultural, technological and economic disparities found among programs and the individual teacher differences found within them. To do this, the MRC employs an eclectic staff of full- and part-timers with over 150 years of combined training experience in the region, as well as extensive knowledge of specific languages, cultures, and areas of the curriculum. The MRC is housed in four strategically located campuses, a considerable advantage for tapping multiple university resources as well as for saving on travel time and money. Requests for services are made directly to the MRC from either the LEA, SEA or community agency.

All of these requests are monitored by the Assistant Director/Training Coordinator at Brown University as well as each I.H.E. coordinator. The Assistant Director/Training Coordinator also oversees assignments and maintains evaluation records for every activity. Weekly communication with the six SEA Bilingual Directors is critical in ensuring that there

is no duplication of proposed service in any state. Coordinators at each university site provide the greatest input in the determination and delivery of appropriate activities within their respective states.

Quarterly SEA meetings have been expanded to include the Superintendents' Leadership Council Advisory Board to further promote local coordination. Through cooperative agreements with eight IHEs in the region, the MRC is able to provide credit for participation in long-term training and coursework. Nine such courses were offered on-site in Maine, New Hampshire, Rhode Island, and Massachusetts. Furthermore, the MRC has been designated as an agency for providing continuing education units (CEUs) in Connecticut. Between October 1993 and July 1994, over 40 such units were awarded for extensive participation in MRC training activities in Connecticut alone.

III. DESCRIPTION OF THE SERVICE AREA

General Description of MRC Service Area

New England has experienced unprecedented growth in the numbers of linguistic minority families settling in the region during the past fifteen years. The following listing of increases by linguistic group by state underscores the extent of the impact:

- Rhode Island experienced the largest percentage increase (246%) of Southeast Asians and Hispanics (133%) in the U.S.
- New Hampshire had the nation's second largest increase of Asians (219%) and the nation's third largest increase of Hispanics (103%)
- Massachusetts' Hispanic population grew by 104%
- Maine's Asian population grew 130% and its Hispanic population by 37%
- Connecticut's Asian population grew 170%, its Hispanic population by 72% while the State's overall population grew by less than 6%
- Even Vermont saw its language minority population grow at a rate almost four times that of the rest of the state.

There are more than 170,000 speakers of more than 108 different language groups represented in the area. This substantial increase is further complicated by the high mobility rates of many of these groups . Large urban school districts which are within hours of each other (Hartford, CT. Providence, R.I., Boston, MA.) provide for easy access between and among state systems. Many families, for economic purposes, are forced to shuttle their children between cities so as to have access to multiple financial assistance programs. As reported by the Providence Public Schools Administration, during the 1993-94 academic year the Student Registration and Placement Center (SRPC) enrolled approximately 4,200 children who came from families where a language other than English was spoken in the home. Of this total enrollment approximately one third of these children had been previously

enrolled in Providence schools. Children are frequently taken out of school for several weeks and re-enrolled in other districts (New York Public Schools) due to economic pressures on their families. This practice coupled with the struggle of acculturation and poverty cause academic, social, health, psychological and developmental havoc for these already fragile students.

Many small cities and rural communities are equally challenged by the presence of small numbers of LEP students for the first time. Many of these districts have gone from no LEP children to 300 in a single academic year. These are districts which are experiencing financial strife and do not have the resources to mobilize as quickly as they need to in creating meaningful programs for these children and their families.

Local education agencies have experienced overwhelming programmatic and staff development needs driven by new federal, state and local reform efforts while local and state budgets are in no more than an anemic state. SEAs are experiencing similar pressures. The result has been that the MRC has been requested to assist with LEA and SEA initiatives by providing training and technical assistance in many more instances. With shrinking state and local funding the requests for service have quadrupled.

In response to these problems, the MRC has undertaken collaborative efforts with the SEAs and other local, state, and federal agencies to jointly address these burgeoning needs. In working with a variety of organizations and agencies, the MRC has helped create a receptive climate and support for the establishment of equitable and quality educational programming for all students. Furthermore, the MRC has been instrumental in stimulating local interest and an array of services targeted specifically to these new populations.

It is an historical New England phenomenon that despite the proliferation of programs for LEP students on the state and local level, the increased numbers of language minority populations are rarely reflected in concomitant increases in Title VII funding.

In no way does this historical lack of representative numbers of Title VII funded programs in the region reflect a decline or stagnation of LEP enrollments since, to the

contrary, the region is experiencing its greatest influx of LEP students since the turn of the century. Due to the combined efforts of the MRC, SEA and Superintendents' Council, New England applied for and received more Title VII grants in 1991 than in the previous five years! During the 1993-94 year at least six additional districts have expressed their intention to apply for Title VII grants.

The New England MRC has provided exemplary resources and outstanding training services to educators and community members in the six New England states since 1975. With ongoing SEA input and strong cooperative alliances, the MRC continues to be pro-active in its efforts to provide quality services to all LEP programs, regardless of funding source. While Title VII projects continue to receive priority attention, the thousands of students enrolled in state and local programs must also be permitted to benefit from the MRC's services. This has been the MRC's policy since 1975.

Following is a summary of service area descriptions by state and MRC training highlights.

MASSACHUSETTS

Description of the Service Area

Massachusetts has by far the largest and the most diverse language minority population in the region. Fifteen percent of Massachusetts' school age population speak a language other than English at home. In Boston, this percentage is 30%. In the 1993-94, there were 106,000 students in the state's public schools for whom English is a second language from almost 100 different language groups. Twenty four language groups had over 100 speakers and 10 had over a thousand. Virtually all Massachusetts school districts have language minority students. More than 35% of the school districts have language minority populations that are over 10%. In cities like Holyoke, Lawrence, and Chelsea, language minority students are the majority.

During the 1993-94 school year, a total of 43,690 students were identified as unable to perform ordinary coursework in English; these students are enrolled in 197 school districts. Approximately 96% of these limited English proficient (LEP) students attend school in one of the 51 school districts that provide transitional bilingual education programs (TBE) and about 85% are in TBE programs. There are a total of 118 TBE programs offered by Massachusetts school districts in 16 different languages. Eight school districts offered two-way bilingual education programs in 1993-94. Table 1 below indicates the numbers of limited English proficient (LEP) students enrolled in Massachusetts public schools in the 7 largest language groups.

Table 1. LEP Students by Language Group

Spanish	25,437
Vietnamese	2,683
Portuguese	2,547
Chinese	2,474
Khmer	2,450
Haitian	2,372
Cape Verdean	1,985

Other language groups in which there are TBE programs include: Hebrew, Hindi, Greek, Gujarati, Laotian, Japanese, Korean, Polish, and Russian.

Shifts in the composition, backgrounds, and settlement sites of incoming language minority students over the last few years have presented a number of issues, concerns, and needs for school districts. A number of cities and towns now have students from such diverse areas of the world as Southeast Asia, Africa, Eastern Europe, Latin America, and the Caribbean who have had limited formal schooling. Adequately addressing these students needs within TBE programs is difficult and sometimes impossible. Haitian students are now the second largest group in the Boston Public Schools and one of the fastest growing groups in the Greater Boston area. The number of certified Haitian bilingual teachers in no way meets the demand, nor does the availability of Haitian Creole instructional materials.

Another concern is related to the shift in the geographic background of Portuguese speaking students. While students from the Azores and Portugal used to make up the majority of Portuguese speaking students in bilingual programs in the state, most students are now Brazilian. Portuguese bilingual teachers are overwhelmingly from Portugal or the Azores; they find it difficult to adjust their teaching to the educational and cultural needs of this very different population.

Students born and/or raised in the United States continue to form a growing number of the bilingual population in many schools. Their social and cultural experiences and their linguistic and educational needs are very different from newly arrived, foreign-born students. These differences have not been adequately addressed in staff development sessions or in teacher preparation.

Finally, a growing number of districts has been impacted by an increase in residential movements of LEP populations. More and more language minority families are settling in the suburban and rural areas of the state. In several districts, the numbers have grown so rapidly and so large that the State Department of Education is requiring

they establish TBE programs for the 1994-95 school year. These districts as well as others with smaller numbers of LEP students continue to lack the background, experience, preparation and resources to appropriately address language minority students' needs and to go about designing and developing bilingual and ESL programs.

These realities coupled with other issues such as a greater inclusion of LEP students in Chapter 1 programs, the elimination of the "grandfather" clause for the state certification of ESL teachers, a reorganization of the Massachusetts Department of Education that included a major reduction in the number of staff with bilingual education expertise, increased and more stringent State Department of Education monitoring of programs and services for LEP students, and initial implementation of a new Massachusetts Reform Act , made the demand for MRC services in 1993-94 greater than ever before.

Summary and Highlight of MRC Services

MRC activities during the 1993-94 contract year were focused on the following general areas: (1) providing training and technical assistance to Massachusetts Department of Education managers and staff on issues pertaining to the education of language minority students; (2) addressing need for regional and district-based programs for ESL teacher certification; (3) providing training and technical assistance to school districts receiving language minority students for the first time, districts with small numbers of students from various language groups (low incidence populations), and districts developing new TBE and ESL programs; (4) providing assistance to superintendents and other administrators in some of the larger districts with the improvement and/or restructuring of bilingual services; (5) assisting administrators and teachers with the design and development of programs and instructional strategies for student with limited formal schooling; (6) offering ongoing assistance and training in the areas of cultural diversity and ESL development.

In the Massachusetts Department of Education's reorganization, all clusters and staff are now expected to be knowledgeable about the educational needs of language minority students and share responsibility in assuring that these students receive an appropriate, equitable, and quality education. Unfortunately, many of the staff who had such expertise have left the Department. During the 1993-94 contract year, the Massachusetts satellite devoted considerable effort to training Department of Education managers and staff and providing technical assistance. This included several training sessions for the Program Quality Assurance Cluster (which is in charge of monitoring) as well as for the Instruction and Curriculum Cluster (which oversees district program plans).

Under a newly decided consent decree, the State was required to develop and implement a much more rigorous monitoring of services for language minority students. Only one monitoring team member had had any substantial training in language minority issues; mid-way through the monitoring, she left the cluster and then the Department. As a result, the Massachusetts satellite has provided substantial technical assistance. This has included helping in the development of program monitoring standards, debriefing the monitoring team leaders and helping them and the staff both understand findings and structure responses for district improvement, and identifying additional resources and materials to expand their understanding of language minority concerns. In addition, the MRC has agreed to assist districts that need help in responding to the state's findings. This has included working with districts that need to develop new programs as well as districts that need to make improvements on already existing programs. Collaborations are also being established between the MRC and the State for addressing the district-based training needs identified by the monitoring.

During the 1993-94 contract year, the Massachusetts satellite also worked closely with the State Department of Education and the regional Evaluation and Assessment

Center (EAC) on the development, piloting, and revising of an oral English language proficiency instrument to be used in all state-mandated TBE programs.

The Massachusetts Educational Reform Act of 1993 eliminated the "grandfather" clause for the certification of ESL teachers. This clause permitted all elementary teachers and all high school English teachers certified before 1982 to be "grandfathered into" ESL teaching positions. With the elimination of this clause, currently "grandfathered" ESL teachers ,of which there are about 800 in the State, have been given two years to complete the requirements for ESL certification or lose their jobs. There are only four state-approved, university programs for ESL certification. All are already over-enrolled.

During the 1993-94 contract year, the Massachusetts satellite was asked by the Massachusetts Association of Directors of TBE to facilitate several meetings between state TBE Directors and Department of Education staff to discuss possible options for "grandfathered" ESL teachers to obtain this certification. As a result of these meetings, the TBE Directors requested that the MRC develop a regional and district-based ESL certification program to meet this need. A number of superintendents also approached the MRC with the same request. After numerous meetings and discussions with school districts, the Department of Education, and University of Massachusetts officials and after much encouragement from all these parties, the satellite decided to put together a regional and district-based plan to meet this major need. This plan has been submitted in proposal form of to the state Department of Education for its approval.

A number of Massachusetts districts with newly developing language minority populations requested assistance from the MRC in 1993-94. Many of these districts are located in the Cape Cod area. In order to meet these districts' needs, an all-day regional workshop on content-based ESL was held in Cape Cod in early Spring. Sessions were held with administrators and teachers in Westwood and at Northeast Metropolitan Regional Vocational School in Wakefield. Technical assistance was also provided to teachers with language minority students for the first time in Dedham, Acton, and

Norwood, to Westwood teachers and administrators with newly arrived Romanian students, to Boston teachers with newly arrived Polish and Somali students, and to Quincy school secretaries endeavoring to work with and understand the needs of the diverse language minority students and families of that city.

In order to meet the continuing needs of low incidence districts, the Massachusetts satellite offered a series of three all-day workshops for administrators and teachers in two different regions of the state. Approximately 100 people attended the sessions from 34 school districts. The focus of these sessions was on sheltering content instruction and was a follow-up to the series on delivering services to low incidence LEP populations held in 1992-93. These regional series have not only afforded an informational base for school staff to begin to implement programs and improve services for low incidence LEP populations but have also helped create regional networks of administrators and teachers who can assist one another and share ideas and resources.

As a result of the state monitoring, several districts have been identified as now having more than 20 students of one language group; under Chapter 71A, the state bilingual education law, these districts are required to establish TBE programs. Requests were made to the MRC by the State Department of Education and the Northeast Metropolitan Regional Vocational School and the Everett Public Schools to assist in this effort. This work began in 1994 and will be ongoing into the next contract year.

For a number of years, the Massachusetts satellite has worked closely with the superintendent and the TBE Director in Lynn on the improvement of services for language minority students. Due to the MRC's significant efforts, improvements are now in place. During 1993-94 a substantial amount of time and effort was devoted to working with the superintendent and the TBE director in Holyoke in the improvement of services to bilingual students and in the development of interventions and remedial services for language minority students at risk of failing or dropping out. The Holyoke Public Schools have the poorest student population and one of the highest concentrations of

language minority students in the state. Approximately 80% of the system is minority, 75% of which are Puerto Rican. About 35% of the minority students are enrolled in the TBE program. More than three quarters of the total school population receive free or reduced lunch, and in some schools the percentage is as high as 97%. Teen pregnancy in the city is the highest in Massachusetts and four times the state rate, dropout and school failure rates are also among the highest. Last year, 64% of the Hispanic students who were freshman at the high school were failing three or more subjects. Many of these students were present or former bilingual students. Almost 80% of fourth graders failed the Massachusetts Basic Skills Test in 1992, the last time it was given. A city budget cut of $8 million that same year eliminated 36% of the overall teaching staff, 40% of the bilingual and 55% of the ESL teachers, and precipitated legal action by Hispanic parents. The result is a federal court order signed this year that requires the school system to develop a plan that will insure limited English proficient students' educational needs are appropriately met, to undertake remedial efforts and interventions for at risk language minority students, and to insure integration and quality education for all Hispanic students in the system. The Massachusetts satellite's work with the superintendent and other administrators in 1993-94 has focused on providing technical assistance and support in these efforts and in the overall restructuring of the school system which, in a little over 10 years, has shifted from 25% minority to 20% white and a majority language minority.

The growth in numbers of students with limited formal schooling continues to be an area of concern for administrators and teachers particularly in urban centers. It is also an area in which the Massachusetts satellite has developed a specific expertise. During 1993-94, the MRC worked closely with the Boston Public Schools in the development of middle school and high school literacy program initiatives. This has included workshops in schools as well as technical assistance to groups of teachers. In addition, two all-day sessions were held in the Spring with approximately 40 teachers and administrators from nine high schools and three middle schools that have concentrations of low literate, LEP

Hispanic, Haitian, Vietnamese, and Cape Verdean students. The focus of these sessions was on program design and development and on instructional approaches and strategies. Because of the large number of these students and their unmet needs, Boston's Superintendent for Curriculum and Instruction has mandated that these schools work towards the establishment of specialized literacy programs in the coming year. The design and development of these programs follow a model and approach developed at the Massachusetts satellite. The MRC will be actively involved in ongoing work with these schools and with the literacy program development and implementation. The Massachusetts satellite also gave a workshop to teachers in Fitchburg on working with low literate LEP students at the upper elementary level.

In recent years, there has been a growing number of requests from school districts for workshops that can help teachers better address the needs of U.S. born Puerto Rican students, Dominican students, Haitians, and Brazilians. To meet this need, the Massachusetts satellite offered a four-part seminar series in 1993-94 focused on each one of these populations. Each of these half-day workshops held at the University of Massachusetts-Boston included a panel of high school students discussing their educational-based concerns as well as workshops led by classroom teachers. Four comprehensive booklets of relevant articles and materials developed by Massachusetts satellite staff for each of the sessions continue to be in major demand. A total of 300 teachers and administrators from the Greater Boston area as well as faculty and students from the University of Massachusetts attended these sessions. Evaluations indicated that the sessions were very well received; numerous teachers and administrators have contacted the MRC for follow-up.

Staff development and technical assistance in the area of ESL continues to be a frequent request in the region. In 1993-94, sessions were given in Holyoke, Boston, New Bedford, Fall River, Salem, and at Northeast Metropolitan Regional Vocational School in Wakefield. Many of these sessions were part of ongoing training and technical

assistance in ESL to the district; such ongoing work encourages teacher development and helps to insure application of the information and ideas presented. Other ongoing work with school districts in 1993-94 included the development of systemwide curriculum frameworks in Boston, alternative assessment at Cambridge Rindge and Latin High School, participatory learning approaches at Boston's Greater Egleston Community High School, and dual language program development at Salem's Bentley Elementary School.

Besides its work with school district personnel, the Massachusetts satellite also provided training and technical assistance to a number of national, regional, and statewide entities. The focus of much of this work was on expanding understanding and ownership of language minority education concerns, particularly in the process of education reform. This has included the invited participation of the Massachusetts Coordinator in the New Standards Language Minority Issues Advisory Group of the National Center on Education and the Economy and in the Stanford Working Group's New England Regional Meeting on New Standards and Goals 2000. The satellite has also been involved in providing technical assistance on reform-related concerns to the Governor's Study Commission on Bilingual Education in Massachusetts, to legislators, the Coalition for Bilingual Education, the Lawyer's Committee for Civil Rights Under the Law, META, MABE, the Massachusetts Association of Bilingual Education Directors, the Massachusetts Department of Education, and to the writers of the state curriculum frameworks.

As in years past, staff based at the Massachusetts satellite have been active in attending and speaking at numerous conferences and in providing expertise on non-MRC time outside of the region. The Massachusetts MRC coordinator gave a major speech at the NY SABE Conference on language minority students and educational reform.

MRC staff members in Massachusetts also presented at the TESOL Conference, the New York TESOL Conference, the State Chapter One Conference, the Massachusetts

Migrant Education Conference, and the Rhode Island COZ (Child Opportunity Zones) Conference.

During the 1993-94 contract year, staff from the Massachusetts satellite were involved in teaching two courses - sociocultural perspectives in education - within the University of Massachusetts-Boston's Graduate College of Education.

The Massachusetts satellite collaborated with a number of organizations and groups over the contract year. It worked with the Massachusetts Coalition for English Plus on the coordination of a statewide bilingual writing/art contest, a multicultural festival, a forum on bilingualism and a number of other events, presentations and activities. The satellite also worked collaboratively with language minority parent groups in the State, with community-based organizations like the Boston-based Dudley Street Neighborhood Initiative, with the Massachusetts Coalition for Bilingual Education, MABE, META, and with faculty and students in the Graduate College of Education and the Department of Bilingual/ESL Studies at the University of Massachusetts. MRC staff were also involved with the establishment of a Lusophone Center at the University of Massachusetts-Dartmouth, the development of a University of Massachusetts-Boston collaboration with the Ministry of Education in the Republic of Cape Verde, and the development of a University of Massachusetts bilingual teacher preparation program in Ecuador. The satellite also continues to be involved in the design and development of a new doctoral program in urban school leadership at the University.

A collaboration was also established in 1993-94 with the Harvard University Graduate School of Education's internship office. For the Fall semester, the MRC had the pleasure of hosting and supervising an intern who is in Harvard's doctoral education program. This intern had the major responsibility of organizing the seminar "Addressing the Needs of Puerto Rican Students in U.S. Schools." This graduate student continued on at the MRC through work/study funds, helping to organize the other three cultural sessions.

Collaborations were also established through the co-sponsorship of events. The MRC seminar series on addressing the needs of Puerto Rican, Dominican, Haitian, and Brazilian students were co-sponsored by the Mauricio Gaston Institute for Latino Public Policy, the Northeast Haitian Studies Association, the Massachusetts Association of Portuguese speakers, and the Massachusetts Department of Education. The MRC co-sponsored the annual MABE Conference as well as a conference on language rights organized by the Massachusetts Coalition for English Plus.

RHODE ISLAND

During the 1993-1994 school year the **Education Alliance for Equity in the Nation's Schools** was formed at Brown University. The Education Alliance was created in recognition of the major role played by the MRC, the New England Desegregation Assistance Center, The New England Superintendents' Leadership Council and other LEP initiatives in education reform. The **Alliance** demonstrates a commitment on Brown's part to the education of language minorities. The creation of the **Alliance** facilitates collaboration and coordination among the various member projects and other parts of the University. The Alliance increases MRC access to University resources and impact on educational issues throughout the University. These collaborative efforts among the Education Department, Annenberg Institute, Coalition of Essential Schools and the Education Alliance placed the work of the MRC in the hub of cutting-edge educational reform initiatives throughout New England.

At the SEA the focus of activity and attention was the Rhode Island Educational Reform Initiative, or Guaranteed Student Entitlement (GSE) aimed at achieving equity in education. Currently Rhode Island districts vary greatly in their educational expenditures per pupil which are based upon property taxes, affluent districts spending more per child than poor districts. Commissioner of Education, Peter McWalters brought to public attention the great inequities and under the banner, "ALL KIDS" sought to achieve equity by increasing state funds available to districts serving poor and LEP students, as well as by developing state performance assessment standards and by integrating health and social services with education. The GSE initiative has received a great deal of technical assistance from the MRC particularly in the area of educational outcomes and in links with the language minority communities. To date the GSE has received one time funding by the legislature to assist poor districts. However, the legislation to change school funding formulas on an ongoing basis was not passed. Efforts state-wide to

improve education of LEP students will continue. The commissioner's choice of SEA LEP Coordinator, Virginia DaMota, as the head of the ALL KIDS Initiative demonstrates his awareness of the changing demographics of the state and the enormous impact of new and growing LEP populations.

Rhode Island, the smallest state in the union, has long been a favored destination of immigrants, migrants and refugees because of the kinds of jobs available in its fishing, textile, and jewelry industries. Although Rhode Island's economy is weak and the number of jobs reduced, newcomers continue to arrive, welcomed by the presence of their families and friends before them.

The three largest language minority groups in Rhode Island are Spanish, Portuguese and Cambodian, followed by Cape Verdean Creole, Lao, Hmong and Chinese. Other language groups served by the State's educational system include Arabic, Armenian, French, Greek, Italian, Korean, Polish, Russian, and Vietnamese. Providence, the State's largest LEA, estimates that 64 different languages and dialects are spoken in the homes of its students.

Of all the states in the union, Rhode Island has experienced the greatest increase in Hispanic and Asian populations. According to the 1990 census, between 1980 and 1990 Rhode Island's Hispanic population increased by 133% and its Asian population increased by 246%.

As a consequence, the LEAs have been confronted with the enormous task of meeting the needs of rapidly growing numbers of LEP students from a diversity of language backgrounds. Between 1984 and 1994 in Rhode Island the number of students with a non-English home language background, in need of specialized educational services, increased by **95%**. Providence, Pawtucket, Central Falls and Cranston are the three districts with the highest LEP enrollments. The percentage increase of LEP students in those four districts between **1984 and 1994** are as follows: Providence, **80%**; Pawtucket, **200%**; Central Falls, **214%** and Cranston, **240%**. Other districts

experiencing large percentage increases of LEP populations are: West Warwick, 143%; North Providence, 210%; East Providence, 117%; and Woonsocket 144%. As of June 1994, 8,982 students were registered in ESL or bilingual programs in Rhode Island.

Like the tip of an iceberg, these figures alone do not give a complete picture of the enormous educational needs of the State's language minority students. Every year Rhode Island LEP programs exit students who are ill-equipped for success in the mainstream.

An October 25th, 1992 article in the Providence Journal asserts that "In Rhode Island there is little question that elementary and secondary schools, as well as the colleges, are still failing the language minority population. "The article points out that the "financially beleaguered city districts have the largest numbers of LEP students and neither the money nor the personnel to provide comparable services and resources such as program monitoring, appropriate remedial services or gifted/talented programs demand." Consequently students are promoted out of ESL classes too quickly and denied access to special instruction or transitional support in English. The State's higher education system has refused college entrance to many graduates of Rhode Island high schools for whom English is a second language. The Colleges contend that the graduates still lack the English skills and credits requisite for success in higher education. However, a January 16, 1994 Providence Journal article reports that several language minority students rejected at State institutions have gone on to academic success as scholarship students at well respected private colleges. The article suggests that the state's IHEs..." have to be made more hospitable to these populations". In Providence, the largest LEA with 60% of the state's minority population, the dropout rate among Hispanic students continues to climb in spite of an overall reduction in the percentage of students who do not graduate. That figure continues to broach close to 34%.

Rhode Island's poor economy has aggravated problems in education. The State's banking crisis caused hardship for numerous individuals, businesses, towns and school districts. Many businesses closed or were forced to relocate, increasing the numbers of

unemployed. In 1991 the Central Falls LEA, with the third highest LEP population in Rhode Island declared bankruptcy and turned its administration over to the SEA. West Warwick, home of Title VII funded Project LINC, also found itself on the brink of bankruptcy.

School personnel find themselves overwhelmed by the rapidly growing and changing populations. The vast majority of teachers and school administrators possess little knowledge of second language and literacy acquisition, teaching methodologies, or cross-cultural communication. They lack up-to-date information about the students' countries, cultures and reasons for coming to Rhode Island; critical information, given that many of the arriving students come with huge educational deficits, resulting from poverty, war, and dislocation.

The RI SEA's 1990 Report on the Education of Limited English Proficient Students stated that, "....numerous teachers and some administrators need additional training in the objectives and techniques of English as a Second Language Programs". The Evaluation report cites as a particular concern lack of "equal opportunity for grade appropriate achievement in academic subjects."

The March 1992 report of the Governor's 21st Century Commission, "Educating ALL Our Children," finds that "40% of the state's students have limited achievement and are not acquiring the skills and knowledge that will support successful and productive lives." (pg. I-3) The 21st Century Commission Report points out that the State has the highest dropout rate in New England and adds that low expectations for minority and lower socioeconomic status students often result in ."educational decisions regarding grouping and educational programming that guarantee failure," (pg. 2-1). The report suggests massive restructuring at the State, local and school levels.

In a similar vein the May 1993, Providence Blueprint for Education, (PROBE) an independent, community wide assessment of the Providence Public schools outlined the urgent need for change in the state's largest LEA. Among the many problems faced by

the system, the PROBE report highlighted the lack of communication among and between administrators, teachers, students and parents, a prevalence of passive instructional methodology and a need for more and better staff development particularly in the area of diversity and cultural differences. A February 18th 1994 article in the Providence Journal, headlined "Hispanics said to struggle in Providence schools," reports the findings of an MRC assisted team who found that the LEP program in Providence is "yielding mediocre results with dropouts and academic failure as much a part of the picture as success." The study cites erroneous student placements, premature exiting, and shortage of bilingual school staff, as some of the problems to be addressed.

In East Providence a study of the ESL program was initiated by the concerns of LEP parents. The study points to a great need for change to combat the marginalization of LEP students, programs, and staff. In Pawtucket the LEA is currently in defiance of a court order to integrate its racially unbalanced schools.

The abundant evidence that schools are failing to meet the needs of students and of the community has at long last forced the Rhode Island educational system to seriously examine itself and to look for better ways to do things. The climate throughout Rhode Island's educational system is one of reform. The MRC's activities in Rhode Island over the past years have contributed greatly to the current climate of change and reform.

•The MRC- initiated **New England Superintendents' Leadership Council** has greatly informed and raised the consciousness of Rhode Island Superintendents on LEP issues. The Superintendents, in turn, have reflected their increased knowledge and consciousness in the proactive and advocacy roles they are taking in district and State activities. The MRC and the Superintendents' Council were instrumental in effecting changes in the State's certification and endorsement of ESL and mainstream teachers of LEP students in order to improve the quality of instruction. The MRC is a major provider of the newly required courses.

During 1993-94 the Rhode Island Superintendents, the MRC, and the SEA co-hosted a day-long presentation by Dr. David Ramirez in which he presented to superintendents and LEP directors research substantiating the efficacy of late exit and two way bilingual programs. The newly elected president of the Rhode Island superintendents' affiliate, a Title VII trainee at Brown, wrote and presented to fellow superintendents a research paper on effective bilingual program models. This clearly demonstrates the extent to which the educational activities of the MRC-initiated Superintendents' Leadership Council have resulted in a climate of inquiry and openness to research-based program models among the superintendents.

The Superintendents' 1992-93 study of newcomer programs led to a MRC co-sponsored forum on the topic in October which was attended by 100 Rhode Island educators. During the Spring, a state grant supported the development of a pilot project for Providence. The MRC has provided considerable technical assistance in the development of the planning document. Currently this document is being presented to community and other interest groups for input and feedback. In October, The Providence Superintendent's cabinet will approve Phase II of the Newcomer School Project, which will be coordinated by MRC staff. Phase two will involve curriculum development, teacher training and recruitment, and the development of SEA funded multimedia informational presentations for LEP parents.

The Superintendents' 1993 visits to Springfield, MA. to observe the developmental Two Way bilingual programs there have resulted in requests for research reports and presentations by the MRC for LEAs which are actively exploring this model as an option.

The New England Superintendents' Leadership Academy for Teachers" entitled: "School Teams as Change Agents" took place at Brown in March. This intensive two day academy was co-sponsored by Project CARES, The New England Superintendents' Title VII training project, and with the RI, MA, and CT SEAs . The Academy was attended by

superintendent-led teams of educators from Bridgeport, CT, Springfield, MA, and East Providence, RI.

During the Academy the teams reflected upon their progress in reaching goals set during the previous year's academy and then went on to further develop their "change agent" skills.

The 6th Annual New England Superintendents' Summer Institute was held in Newport June 29th through July 1st. The Institute was entitled **EQUITY, REFORM & THE LANGUAGE MINORITY AGENDA.** This highly successful three-day event was co-sponsored by the MRC, Project CARES, the six New England SEAs, the Desegregation Assistance Center, The Mellon Foundation, and The New England Superintendents' Leadership Council. The growing reputation and increasing impact of the New England Superintendents' Institute resulted in the largest attendance yet. While the majority of the 124 participants were superintendents from the six New England states, other participants in the 1994 Summer Institute included 4 state Commissioners of Education, SEA officials, the Director of OBEMLA, as well as Directors and staff from 8 other MRCs. Twelve superintendents from across the United States, with high LEP populations in their districts, also participated in the Institute. New England Superintendents and Commissioners commented on the positive effect the presence of participants from outside the region had on the quality of the discussions and activities.

Participant evaluations revealed this to be the most successful of all the Superintendents' Summer Institutes to date. The Program was rated as *excellent* by 95% of the respondents and the presentation content was rated as *excellent* by 90%. Participants commented enthusiastically about the quality of the speakers, the research base, the commitment to high standards for LEP students and about the opportunities for all participants to network and to dialogue in focus groups, workshop sessions and State meetings.

Many participants cited the Friday panel presentation by language minority students from the 6 states as a moving and informative culmination of the Institute activities. The individual state meetings, the needs assessment forms, and the final wrap-up session provided many ideas for the coming school year and for the 1995 Summer Institute.

MRC work with Rhode Island administrators over the years has revealed a marginalization and a lack of communication about language minority issues in most districts, as well as a lack of knowledge of second language or bilingual pedagogy among district and building administrators. This assessment led Brown to apply for Title VII funding of Project PRAISE, (Partnerships Reaching School Administrators in School Environments) a personnel training grant in its third year which 1)supports twelve administrators working toward a Master's Degree in ESL and Crosscultural Studies, 2) facilitates team building among forty administrators from seven districts, and 3) assists each district team in the development of collaborative plans to bring positive change to programs designed for language minority students. During 1993-1994 the MRC continued to provide much assistance and support to Project PRAISE staff and activities. MRC support of PRAISE included on-going technical assistance in the development of the districts' plans. Plans addressed critical needs in districts. These included East Providence's "multicultural plan" to address marginalization and other problems surfaced in the recent ESL program evaluation, Providence's LIFT plan for much needed restructuring the district's bilingual programs, Pawtucket's diversity training plan to complement the district's mandatory desegregation plan, North Providence's establishment of identification and placement procedures, and its proposal for a newcomer center, and Bristol/Warren's development of a LEP component to the district outcomes.

The MRC also co-sponsored events and speakers such as Lorraine Monroe, principal of the Frederick Douglass Academy in New York City, who spent a day with

the project's participants working on issues of school climate. Additionally, MRC staff made guest presentations at several of the project's seminars and graduate courses including Theories of First and Second Language Acquisition and Crosscultural Human Growth and Development. MRC presentation topics included addressing the needs of Latino students, supervising ESL and mainstream teachers teaching LEP students, and contextualized language instruction. The close collaboration among the members of the Education Alliance is illustrated by the case of a Project Praise trainee, a superintendent who researched a Project Praise course paper on bilingual education at the MRC library, and presented it at a Superintendents' Leadership Council meeting. In July, Project Praise, the MRC, the DAC and the SEA co-sponsored a summer Institute on **Instrumental Enrichment,** an approach to develop the thinking skills of students with little schooling and those with special needs.

•MRC assessment of the major role played by mainstream teachers in the education of LEP students, and of the need to develop and support in-district collaborations led Brown to apply for Title VII funding of Project Mainstream. Now in its third year, Project Mainstream provides an integrated model of professional development to teams of mainstream teachers and their colleagues in Providence, East Providence and Pawtucket, three heavily impacted districts congruent with the SEA's ALL KIDS agenda. Project Mainstream promotes educational collaborations effecting equitable education for all learners in mainstream classrooms. The MRC, through its staff, facilities and resources supports many of Project Mainstream's activities.

Education Alliance collaboration is evident in the MRC presentations and technical assistance to Project Mainstream and in the many activities which have been coordinated and co-sponsored by the MRC, with Project Mainstream, Project Praise, the Superintendents' Leadership Council, CARES and the DAC District team building is enhanced by the Alliance's various activities which support change and collaboration at

the building level, the district level and at the state level. The following examples are illustrative:

•MRC staff and PAC leaders from East Providence's Portuguese community made a presentation on minority parent involvement for a Project Mainstream Seminar. Seminar participants from Pawtucket then invited MRC staff to visit their Pawtucket school to help other staff there develop strategies to increase language minority parental involvement

•The 3 principals from Project Mainstream schools participated in Project Praise administrator teams and in MRC Principals' Conferences and workshops.

•The MRC's **Teacher to Teacher** workshop series provided a forum for Project Mainstream teams to develop their presentation skills and to share their innovative practices with other interested teachers from around the State. The presentations dealt with inclusion and with thematic multicultural instruction.

•Project Mainstream staff and MRC staff co-presented a workshop on "Language Development or language disability/Making informed decisions." This topic was requested by the MRC-initiated Rhode Island Principals' Leadership Congress. It was attended by Principal-led teams of ESL, bilingual, and special education staff.

MRC activities during the 1993-94 school year reflected and supported the State climate of communication by educating administrators on LEP issues and by developing teams of educators at building, district, community and state levels. The small size of the state and the MRC's strategic approach is having a synergistic effect on efforts to improve LEP services.

Over the past two years principals have been an important focus of MRC activities in Rhode Island. This is congruent both with the trend toward sitebased management and with the MRC's special interest in program administration (Task 6). A highlight of **1993-94** activity was the **Second Annual Rhode Island Principals' Congress on Educating Language Minority Students,** co-sponsored by the MRC, the

SEA, the DAC and by the Superintendents' Leadership Council. The Congress, planned with MRC facilitation by a task force of principals, consisted of two-days of training for school teams.

The first day of the Congress was attended by LEP Directors and by 60 teachers who came at the invitation of their principals. The second day was attended by approximately 85 Principals and other administrators. Both sessions were keynoted by Jean Handscombe, former President of International TESOL. Handscombe's talk was entitled, "Developing Whole School Contexts to Support the LEP Learner, " It focused on inclusionary models. Handsombe advocated for integration of the LEP learner into the mainstream of school life, clearly differentiating a supportive environment from a "sink or swim" setting.

The keynote was followed by a choice of workshops presented by principals of innovative programs in the region, and by a panel discussion on program implementation. During the final goal-setting session, many principals expressed interest in follow-up activities such as exchanges of visits with other schools, an activity which the MRC facilitated by the dissemination of LEP Program Profiles a networking guide.

During the Spring, the MRC provided three more workshops at the request of the Principals' task force. The first and largest of these workshops was, **Language Development or Language Disorder: Making Informed Decisions** which was attended by over 80 educators coming in teams from 9 districts. A follow-up session has been requested for the 1994-95 school year. Also held at the principals request were: "Understanding Students from Portuguese-Speaking Backgrounds " and "Understanding Students from Spanish -Speaking Backgrounds"

Planning is underway for 1994-95 events to include a third Principals' Congress, workshops on specific ethnolinguistic groups, and forums to exchange ideas on school violence, team teaching logistics, and parental involvement. During 1994 the number of requests coming directly from principals grew. These requests resulted in several on site

building-wide workshops on instructional and cross cultural issues. Principals also called the MRC for technical assistance in resolving cross-cultural conflicts .

The MRC has assisted the Providence LEA through activities described above which were co-sponsored with Projects Praise, Mainstream, CARES and through the Superintendents' and Principals' groups . The MRC provided many other services to Providence as well during the past year.

The MRC continued to assist the Superintendent's Hispanic Advisory Council with its investigation (PROBE REPORT) and 5 year action plan (Project LIFT) designed to develop innovative and effective bilingual programs. In December the MRC invited Providence administrators, community members, school board members and City Council members to participate in the OBEMLA teleconference. The MRC has also assisted the University of Rhode Island with its research on Providence's problematical Hispanic dropout rate.

The MRC has provided a substantial amount of time to helping the Providence LEA and the SEA develop a proposal for a Newcomer School where many educational, social, and health medical services could be integrated and provided to newcomers and their families.

Another ongoing project with the Providence LEA has been the development and piloting of an elementary ESL curriculum for the city's schools. The MRC has provided technical assistance, resources, and facilitation to a curriculum team. This work was ongoing weekly during the Spring and the team spent a week in the summer working on the curriculum at the MRC with a staff member. Work on the curriculum will continue in the coming school year.

The MRC began work with the Foxpoint Elementary school this month. The project planned for the 1994-95 school year will focus on developing a successful inclusionary model for serving LEP students in mainstream classes. This is a topic of great interest and concern throughout the region and it was the subject of the MRC's

presentation at the OBEMLA Training of Trainers Institute in Washington in July. The MRC has prepared the first draft of a position paper on such programs. The draft document will be presented for feedback and elaboration at the Fall Title VII Regional Directors' workshop.

The MRC provided ongoing technical assistance to Providence's multicultural magnet school, to the two-way bilingual program and to the bilingual talented and gifted programs. To help Providence improve the quality of instruction to LEP and recently exited students in the mainstream and to help teachers meet new state certification requirements, the MRC co-sponsored summer courses on Second Language acquisition in which 50 Providence teachers and administrators earned graduate credits

The MRC was active in many LEAs during 1992-93. In Westerly, West Warwick, and North Providence workshops and technical assistance on second language acquisition, sheltering techniques, parental involvement and cooperative learning were provided. In Pawtucket, the MRC assisted the LEA with a weekend retreat for approximately 45 math and science teachers. The MRC provided technical assistance to the district in planning the hands-on science training for teachers serving LEP students. MRC staff participated in the retreat and made presentations focusing on the specific needs of Latino, Portuguese, and Cape Verdean students. In the Bristol /Warren district the MRC provided workshops on Azorean culture and on Portuguese family literacy.

At the SEA MRC staff continue to serve on the Commissioner of Education's LEP Advisory Council and to host the bi-monthly meetings and committee meetings at the MRC. The MRC executive director has met with the Commissioner to advise on LEP issues. MRC staff also serve on several of the SEA initiative teams including the Educational Outcomes Team and the Early Childhood Education Team. The MRC hosted several meetings for the state's LEP directors. As a result of these meetings, a 1995 training for guidance counselors is being planned. This event will address cross-cultural counseling issues, LEP programming and scheduling needs, as well as the critical

issue of college admissions. MRC staff have presented at Statewide conferences such as the RI Early childhood Education Conference, where the topic was, "Reach the Parent Teach the Child".

The MRC has been extremely supportive of the SEAs' efforts to integrate educational and social services at school sites through the establishment of COZs (Child Opportunity Zones). MRC technical assistance to the COZs culminated in co-sponsorship of a June **Conference on Cultural Competency.** The participants were teams of teachers, school administrators, health care, social service, and daycare providers involved in the integrated service delivery plan. The day's agenda afforded the providers with a cross-cultural perspective on making their services accessible and attractive to members of language minority communities. The agenda featured a keynote speech on involvement of minority parents by Mary Montle-Bacon, followed by multicultural-cultural case studies and a panel presentation from language minority community members.

In keeping with the goal of developing cultural competencies and improving educational health and social services to Rhode Island's language minority communities, the MRC co-sponsored a "training of trainers " workshop series for staff from mental health centers serving the Hispanic community in 6 Rhode Island LEAs.

The training prepares participants to give workshops on linguistic, social and cultural issues in meeting the needs of Hispanics. The enthusiastic response of this training has led to requests for MRC follow-up training and support. It is likely that "graduates' of the training will assist the MRC in the 94-95 school year by making presentations for mainstream teachers and school administrators.

The MRC has made presentations, provided technical assistance and served on boards and taskforces of organizations and agencies such as: The Indochinese Advocacy Project, Moses Brown School, Progreso Latino, Rhode Island Families First, The Genesis

School, Brown Fox-point Multicultural Daycare and Family Center, The YMCA, and the International Institute.

At Brown the MRC and other members of the Education Alliance have assisted the newly formed HELP Initiative. HELP, Health and Education Leadership for Providence, is a coalition of hospitals and universities working to develop innovative programs for the city. The MRC was instrumental in identifying staff development in LEP issues as one of HELP's projects. During July the MRC and HELP co-sponsored courses on Second Language acquisition in which 50 Providence teachers and administrators earned graduate credits and worked toward new certification requirements. The course was taught through a collaborative pedagogy where teachers were encouraged to contribute from their areas of subject and grade level expertise. Emphasis was placed on classroom integration of language and content. In the coming year, the MRC will offer 4 additional courses for another 150 teachers and support the participants in these courses through on-site visits and classroom demonstrations. Participant response to this approach was enthusiastically positive.

Additionally the MRC has developed a "seven point plan" of other projects in which the HELP coalition can support the improvement of LEP education in Providence. The projects proposed include: interpreting services, training of volunteers, and the development of a demonstration school.

The MRC has also co-sponsored graduate courses at Brown in Second Language literacy, Second Language acquisition, and cross-cultural issues in child development, as well as making guest presentations for other courses, centers and groups. In November the MRC Director was interviewed on the University Radio station.

As a result of on-going planning with the MRC, the Brown Summer High School hired an ESL mentor teacher for the first time. This teacher, a graduate of one of Brown's Title VII traineeship programs, serves an important role, not only for the resulting improvement of services to LEP summer high school students, but also because of the

impact on the graduate MAT interns and the other Mentor teachers and clinical professors who staff the program. The MRC also provided a "training of trainers" workshop for 10 master teachers in Brown's summer ESL program and training for tutors and volunteers at the University's Center for Public Service .

During the year the MRC and the Education Department continued active discussion of the establishment of an MAT in ESL. Interest in the proposed program is high

MRC staff are founding members and serve as co-chairs of Brown's educational technology team. The team has identified LEP issues in Providence as a priority for introducing technological advances through distance learning, teleconferencing, and computerized instruction. Brown is providing satellite dishes and antennae to all Providence schools at no cost to the school district. Future plans are to extend this service to schools throughout Rhode Island and the region. In the same spirit of helping make the University's resources available to the community, the MRC invited a visiting professor from Brown's Center for Portuguese and Brazilian studies to give a workshop to RI and Massachusetts teachers on Portuguese children's literature.

The MRC has held on-going meetings with the Brown-based Annenberg Institute and Coalition of Essential Schools to influence the Coalition's work with issues of diversity and equity. The MRC has been invited to present at the Coalition's national Fall conference and will be collaborating with Professor Ted Sizer, Coalition Director, on several fall initiatives.

The MRC has provided a great deal of technical assistance to Brown's newly funded New England Desegregation Assistance Center (DAC). The MRC has provided the DAC staff with a substantial information of the region, updated LEP demographic information, and reviewed relevant LEP equity issues. The MRC and the DAC have co-sponsored several training activities including a Multicultural Conference in Massachusetts, a Principals' Forum in Connecticut and the Superintendents' Summer

Institute in Rhode Island. MRC and DAC staff co-presented a workshop on diversity issues at Brown's University-wide staff development day. A workshop on Diversity issues in the American educational system was also presented for the summer school which includes several hundred ESL students. Presentations at the Northeast Latin American Conference focused on Hispanics in New England.

MRC staff serve on the Board of the Center for Race and Ethnicity and the Center for Language Studies. As a result, the MRC is co-sponsoring a series of presentations on language acquisition with these Centers. The presentations will team University researchers with community practitioners. MRC staff offered coursework leading to ESL and bilingual certification in Rhode Island.

Currently 4 Rhode Island districts have Title VII projects West Warwick, Providence, Bristol/Warren and East Providence. Three other districts, Cranston, Central Falls, and North Providence submitted proposals during the last cycle but were not funded. In Rhode Island the climate of diminishing resources and overburdened administrators led to a lack of resources and time needed to develop fundable projects. Those proposals that have been written originated from districts involved in MRC leadership and awareness activities.

THE EDUCATION ALLIANCE

FOR EQUITY IN THE NATION'S SCHOOLS

Executive Director
Dr. Adeline Becker

Senior Advisors
John Correira, Director
New England DAC

Charlene Heintz, Director
New England MRC

The Vision

The Education Alliance for Equity in the Nation's Schools is an organization based at Brown University that responds to the needs of diverse student populations in the public schools. Believing that language, culture, and diversity are fundamental to the success of educational reform, the Alliance creates partnerships with educators, policy-makers, researchers, and business and community agencies to promote:

The Mission

Advocacy at the national and local level

Leadership training for superintendents and staff

Language and culture curriculum designs

Inclusionary program models and practices

Action research and publications

Networking and conference sponsorship

Capacity building and course offerings to enhance diversity

Educational reform initiatives

The Program

The Alliance's commitment to equity is demonstrated through an array of initiatives supported by federal, state, local and private foundation funding. These include:

- **The New England Multifunctional Resource Center**
  The New England Multifunctional Resource Center for Language and Culture in Education (MRC), one of 16 multifunctional support centers funded by the U.S. Department of Education, provides staff development and technical assistance to

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superintendents, principals, bilingual/ESL directors, teachers, paraprofessionals, ancillary staff and with state departments of education serving limited English proficient students, parents and members of language minority communities throughout the six New England States. The New England MRC, a consortium based at Brown University, includes the University of Hartford, the University of Southern Maine, and the University of Massachusetts in its grass roots approach to the delivery of services. The MRC provides training in the following areas: staff development, administration, bilingual education, cooperative learning, cross cultural communications, multicultural community and curriculum development, strategies, literacy, parent and community involvement, pedagogy, school effectiveness, staff development strategies, testing, assessment and evaluation.

•**The New England Desegregation Assistance Center for Equity in Education**
The New England Desegregation Assistance Center for Equity in Education ("Equity Center") assists school boards, other responsible government agencies and school personnel in activities related to race, sex and national origin desegregation, including efforts to insure equity in the provision of educational programs and services. One of 10 centers funded by the U.S. Department of Education, the Equity Center provides direct consultation and technical assistance, staff and community-based workshops, and regional seminars and conferences. Services are coordinated with state departments of education. Resources of the Equity Center include a library containing publications that address a broad spectrum of issues relevant to race, sex and national origin desegregation of the public schools. The library is available for use by the public.

•**The Superintendents' Leadership Council**
The New England Superintendents' Leadership Council: a Consortium for Educating Language Minority Students has the unique purpose of bringing together superintendents to address equity issues through collaborative problem-solving. Under the auspices of Brown University, the Council has become the most eloquent advocate for change in the region, exploring a wide range of policies designed to redress educational inequities incident to language minority students. The Council's major activities include an annual summer institute designed to disseminate successful practices and increased advocacy on behalf of language minority students, state chapter meetings, regional advisory board meetings, and publication of a quarterly newsletter, The Innovator.

•**Short Term Local Capacity Building**
Local capacity building programs focus on collaborative teacher training that promotes the academic success of ALL learners by providing participating teams of teachers with an integrated, classroom-based program of professional development. This training targets issues confronting teachers with students from culturally and linguistically diverse backgrounds. The three components of the program integrate theory, practice, and leadership training. The coursework (theoretical component) explores issues of language and culture and their application to classroom practice. This is conducted in a series of workshops after school (15 hours) and on 3 professional development days (15 hours). The classroom-based component consists of regular consultations(15) in which one of the trainers meets with each participant on-site. This consultation takes the form of co-teaching, teaching demonstrations, planning units together or conferencing relative to the needs of individual students or the curriculum as a whole. The growing collaborative practice forges new relationships between and among educational personnel . The leadership component develops as teachers across communities, in their own districts and in their own schools articulate their knowledge, generate new models

and strategies, and collaborate with colleagues in efforts towards more equitable and effective schools.

•Masters Program in Cross-Cultural Studies, ESL and Bilingual Education

The Master's Program in Cross Cultural Studies and ESL/Bilingual Education offers advance degrees which incorporate state of the art research in bilingual education, second language acquisition, multiculturalism, and clinical experiences. Candidates possessing a Bachelor's Degree and a teaching certificate apply to the program with the aim of completing eight graduate level courses, six of which are required and two are electives. Each course is designed to develop the candidate's knowledge base in a particular area as well as to provide opportunities for the translation of theory into practical experiences in bilingual and English as a Second Language classes. Before completing the program candidates are required to write a thesis or a leadership project in a topic related to the field. Those who are not certified as English as Second Language or bilingual teachers may fill state requirements through this course.

•Principals' Congresses

In keeping with the current shift of management and decision-making to sites, and congruent with research supporting the role of the principal as educational leader, a series of activities has been designed which targets building principals to inform and empower them on language minority program issues. A task force of 15 principals has participated in the planning of annual statewide Leadership Congresses in RI, to provide information and a forum for discussion on issues of language minority student education. The most recent Congress focused on developing inclusionary, "Whole school contexts to support LEP students." Other principals activities have included the development of a networking guide/database describing the LEP demographics and program models of numerous regional schools. Distribution of the guide is serving to facilitate visits and information exchange among schools.

•Summer Institutes

Summer Institutes co-sponsored with state and local educational agencies have enabled hundreds of educators to study issues of language minority education for extended periods of time, while earning college and inservice credits. Summer institutes typically last one or two weeks and are designed in collaboration with co-sponsoring agencies after careful assessment of needs. A sampling of summer institutes includes: 6 summers of Language and Content training for mainstream, ESL, and vocational teachers in Rhode Island; a writers retreat for New Hampshire and Massachusetts teachers; ESL methodology and Multicultural Education courses for Maine and Vermont teachers, and courses in Whole Language and Interactive Learning structures for Connecticut bilingual and ESL teachers. In Maine a Math/Science Institute for Southeast Asian and Native American students has served the additional purpose of training teachers in methodology. Annual co-sponsorship of institutes over a period of years has resulted in agencies' abilities to assume increasing degrees of responsibility for planning and implementing their own summer institutes.

•Training Academies

Training Academies convene administrator/teacher teams from selected districts at Brown University several days a year to learn more about effective schooling for LEP students and to acquire strategies for effecting changes needed to improve the education of language minority students in their districts. By bringing superintendents, other administrators, and teachers together for a concentrated

time away from their school districts, the Training Academies also serve as retreats, where information can be shared, concerns aired, and good communication established. Each team leaves the academy with a district action plan. All teams are provided with periodic onsite follow up in support of the action plans.

•The Innovator, A Publication of The New England Superintendents' Leadership Council

The Innovator is a quarterly newsletter which provides superintendents throughout the New England region with a format for sharing the latest information available on the education of language minority students. The newsletter focuses on language minority events and practices which are of interest to regional superintendents. Each issue features a lead article, written by a superintendent, that highlights recent local initiatives and related research.

•Training of Trainers

Training of Trainers Initiatives maximize the Impact of The Education Alliance by helping state and local educational personnel develop their knowledge, as well as their skills in presenting, consulting, facilitating, coaching , supervising , and monitoring. Dramatic increases in Limited English Proficient school populations in the region have required training and ongoing support for increasing numbers of teachers. Budget cutbacks and reorganizations have resulted in the loss of experts in the state departments of education. Site based decision-making requires a greater degree of decentralized, in-house expertise. Training of Trainers Activities promote more self-sufficiency at building, district and state levels.

•Parent, Community and School Board Training

The Education Alliance engages in outreach activities, identifying authentic constituencies who represent the historically underserved; Parent Advisory Committees, State Advisory Committees, Community and Neighborhood Groups, etc. Utilizing available staff with appropriate experience, the Education Alliance encourages community participation in the resolution of equity issues by organizing community awareness focus groups and coordinating and collaborating with targeted grass roots organizations in the delivering of equity services. The Education Alliance provides technical assistance and training to School Boards in the special problems that impede the achievement of equity for the historically underserved.

•Newcomer Schools

The Education Alliance is spearheading an initiative for the development and implementation of a newcomer school. In coordination with the Rhode Island State Department of Education, community and business representatives and the Providence Public Schools, comprehensive planning is underway. The school will serve newly arrived immigrant and refugee families. The school is being designed to provide a holistic and fully integrated range of programs and services. Based upon comprehensive student and family evaluations, social services, counseling, health and educational programs will be made available on-site at the school. Extensive outreach programs will allow for services to be continued beyond the traditional school day and school facility. Other Newcomer School sites are being planned.

•Education Alliance Press

The Education Alliance Press publishes materials which highlight "Equity in Education". The Press produces series of *Occasional Papers* written by superintendents, researchers, and other educators which explore topics such as:

"School Reform", "Assessment", 'Multiculturalism", "Second Language Acquisition", etc. The Press provides a vehicle for disseminating state-of-the-art research which impacts on the role of minorities in the reform agenda of the public schools.

•Integrated Social, Health and Education Services

The Alliance has received Foundation support for the development of a pilot program to train school and community personnel to integrate health, social and educational services. Research indicates that children and their families need a variety of support services if all students are to come to school ready to learn and able to maximize their learning potential. Family centers are viewed as vehicles for providing such services at or near school sites. Services can include social work support, health services, psychological counseling, mental health support, parenting and parent outreach, adult education, recreation and day care, extended day kindergarten and pre-kindergarten programs, and substance abuse services. Our training and technical assistance programs help staff and families from a variety of backgrounds and agencies work together to provide a variety of such services on an improved and cost-effective basis.

•University/Classroom Partnerships

The Education Alliance creates partnerships between university researchers and classroom teachers in order to promote quality instruction. The partnerships provide opportunities to translate theory into practice, engage teachers in action research and evaluate meaningful studies to focus on critical pedagogical issues. The results of this collaborative teaming of researcher and practitioner are documented through descriptions of innovative classroom changes.

•Mini-Sabbaticals for Superintendents

The opportunity for superintendents and other administrators to conduct meaningful research, with time to reflect on their leadership strategies is provided through mini-sabbaticals at Brown University. The sabbaticals, of 6 week to 3 month duration enable superintendents (and other selected administrators) to focus on a system-wide issue that impacts on the delivery of quality instruction for all students within the district. Participation in independent research and writing provides an opportunity to apply the information collected by the superintendents to their own districts.

•Magnet Schools

The Education Alliance provides technical assistance in identifying exemplary models in Magnet School programs which are designed to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools with substantial portions of minority students. Technical assistance is available for identifying: Magnet School programs in which courses of instruction substantially strengthen students' knowledge of academic subjects and grasp of marketable vocational skills; funding for eligible local educational agencies for the operation of Magnet Schools or Magnet Programs in schools that are part of an approved desegregation plan and that are designed to bring students of different social, economic, and ethnic backgrounds together.

Teaching in Today's Towers of Babel

The nation's schools are deluged with students whose home language is not English. Should they be forced to "melt" in, like previous generations of immigrants? Brown's Education Alliance is suggesting different ways of reaching these children

BY PENNY PARSEKIAN '70 A.M.

He was doing it again! Even with her back to the class, Rosemarie Manson knew where the noise was coming from. What was she going to do about that Laotian boy?

"Every time I spoke, he would mimic me," says the third-grade teacher at the Camden Avenue School in Providence. "He was driving me nuts."

Recently Fran Collignon, an instructor from Brown's Project Mainstream, helped Manson deal with her mimic. "Fran told me there are two ways to learn a second language," Manson says: "mimicking and studying texts. That helped me know what he was doing. Instead of just telling him to be quiet, I understood where he was coming from."

With one-third of her class falling into the category of language-minority students, Manson belongs to the legion of teachers across the United States who are coping with a tidal wave of children from other cultures flooding the American public school system. To help them, Brown faculty and staff are engaged in an effort that is gaining national recognition. Called the Education Alliance for Equity in the Nation's Schools, it comprises twenty-seven professionals and six support staff in the Department of Portuguese and Brazilian Studies who are forging links among educators, policymakers, students, and families and finding creative classroom solutions for today's multilingual, multicultural schoolchildren.

"There have been two major waves of immigration in this century," says Harold Hodgkinson, director of the Center for Demographic Policy in Washington, D.C. "The first was around 1900, and the second was in the 1980s, when 10 million immigrants came [to the United States]. This is a huge increase." Even in predominantly rural Maine, 76 percent of the state's school districts enroll students who do not speak English.

A thirty-one-year veteran of the Providence school system, where today 73 percent of the enrollment is non-Caucasian, Camden Avenue School's Rosemarie Manson sought help in effectively reaching and teaching her students from other countries and cultures. She got it from the Education Alliance's Project Mainstream.

"I was asking myself, What strategies can I learn to help my second-language learners attain higher-

Penny Parsekian is a freelance writer in Pawcatuck, Connecticut.

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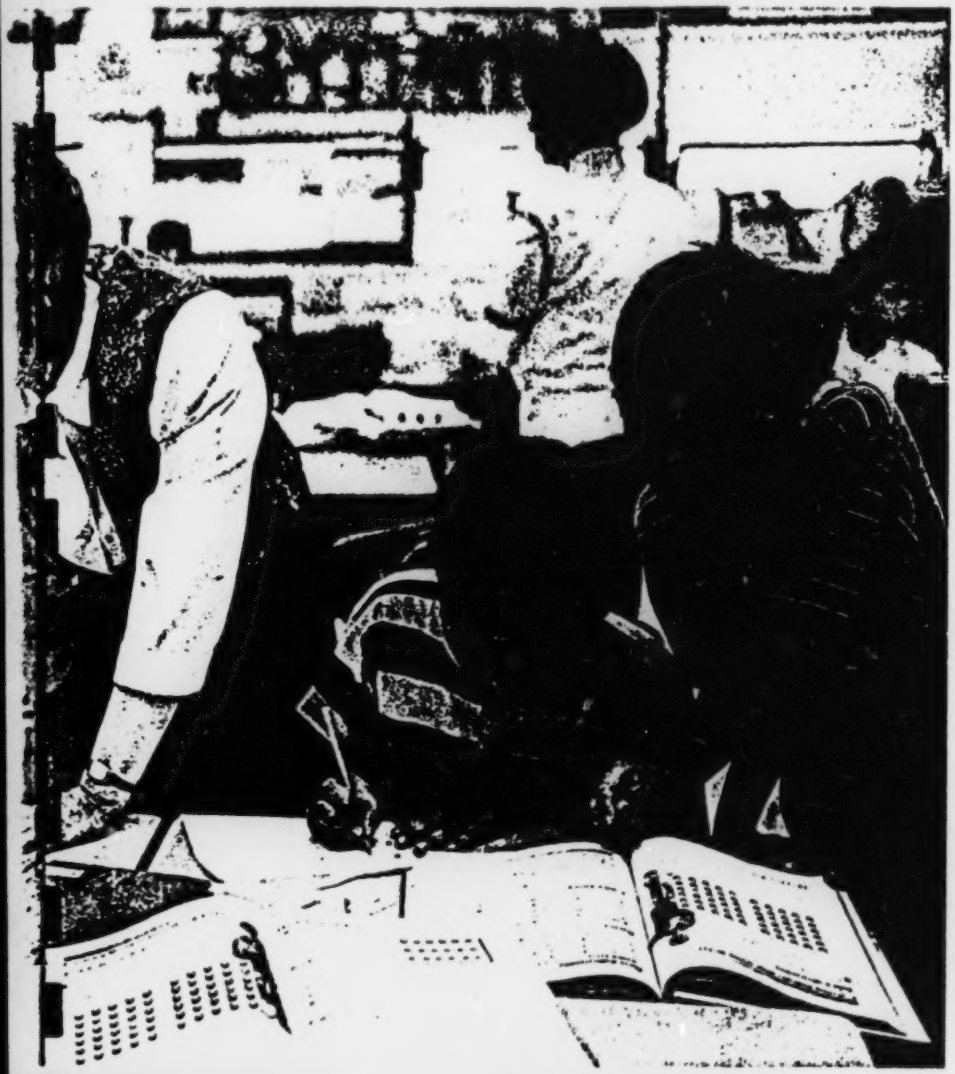

Teacher Rosemarie Manson works on math with third-graders (left) at Camden Avenue School in Providence's Smith Hill neighborhood. Advice and training from Co-coordinator Fran Collignon (bottom photo) of Brown's Project Mainstream has helped Manson adapt her curriculum to today's multicultural classroom.

order thinking skills?" she explains. "I was wondering, What can I do to adapt the curriculum to them?" Manson says that in addition to specific, practical information, the Brown program has given her a whole new approach to the subjects she teaches.

"Simple things like Christopher Columbus coming to these shores – how do you explain that to these kids?" she asks. "Columbus didn't 'discover' America! There were people here already. What happened to them? I ask my kids, 'Why did your family come here? Did they want to? Blacks didn't want to; they were forced to. How might that affect what they do here?' "

"We want to raise [educators'] consciousness so they can reflect on these issues and change their practices," says Adeline Becker, executive director of the Alliance, in the consortium's headquarters near Wayland Square on the East Side of Providence. Her mahogany-and-chrome office decor is humanized by a clutter of small, struggling plants and a framed piece of needlepoint that recommends: "Have a foreign affair, be bilingual."

"We are really about change," Becker continues. "That's the kind of model we're trying to instill. We can't continue business as usual in the schools. The populations have changed and the needs have changed. If we recognize that we cannot be successful doing things the old ways, we have to figure out what new ways will meet with success."

Becker briefly describes a number of new Education Alliance programs targeted at such specific groups as school superintendents, bilingual teachers, or teachers of English as a Second Language (ESL). The Alliance also incorporates two centers and a publishing service (see sidebar, page 36). "Programs are mushrooming," she says, describing recent grants from the Andrew W. Mellon Foundation and the Rhode Island Foundation, and a major initiative with the state Department of Education.

But to grasp what the Alliance does, you need to sit with the schoolteachers for a while.

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Delighted third-graders listen to teacher Manson reading* The Wizard of Oz *(above); later Manson coaches a student (right). Through the Education Alliance, says Bridgeport, Connecticut, superintendent John Connolly, "Brown has the opportunity to be the most influential of the Ivies in New England with the schools. Harvard has a lot going on, but geographically Brown is reaching farther."

Becker does not usually give this lecture to the teachers enrolled in Project Mainstream, but on this spring day she stands amid a cluster of writing tables and plunges in, her taut voice lending urgency to her message.

"From a historical perspective, there are three ideologies of what role schools should play with respect to immigrant populations," Becker tells the teachers sitting around her. She turns and writes on the chalkboard:

"1. Anglo conformity

"2. Melting pot

"3. Cultural pluralism."

These conceptual models, Becker explains, have come in and out of fashion and even have existed simultaneously in some time periods. "For each one of these there is a clear mission for the school system," she says.

Around the turn of the century, when Anglo conformity was the dominant social ideology in the United States, sociologist Elwood Cubberly said of immigrants: "Our task is to break up these settlements and implant in their children the Anglo conception of righteousness, law and order, and popular government."

"With this concept," notes Becker, "there is no ESL. You don't acknowledge that these students come from a special place. Your mission is to make them into little Americans." In this century the Anglo-conformist ideology has predominated during wartime, she adds: "English-only laws were passed right before and after world wars I and II."

The melting-pot metaphor has been especially popular during much of this century. "Think of a giant cauldron and throw in people from all over the globe, and everything you brought with you is boiled down," Becker says. The concept derives from Israel Zangwill's 1908 play, *The Melting Pot:* "Make a composite American stock whose destiny is to produce a new American stock." Becker delivers the quote with an intensity that is hard to read. Does she approve?

"What's America?" she demands rhetorically.

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"It's whatever goes into the pot. It's the best of what everybody brings. What's the educational implication? As an educator, if you believed that, your mission would be to reinforce this mix. You blend it with everything else. We're all in this together. We're glad you're here. ESL programs have been the educational manifestation of this ideology."

But Becker quickly identifies a problem with this approach, too. "If we've melted, how come we can still see differences?" she asks. "The concept is counterintuitive. These differences should be disappearing, and they're not. When some people get put into the pot, they sink to the bottom. You might be stirring [in] a percentage, but you're not stirring everybody."

Becker addresses the third ideology, cultural pluralism, with an edge to her voice. "A metaphor that's come up is fruit salad," she says, wrinkling her nose at the image. According to this approach, the subgroup can exist as long as it follows general societal rules. "You're bringing a resource, an asset to this country," Becker explains. "We're all enriched by your knowing Italian or Portuguese or Haitian." Bilingual classrooms are the educational result of this philosophy.

To Becker, the benefits of bilingual education are self-evident: "When children are taught in their first language, they learn better." As the class ponders this, she asks, "Wouldn't it be easier for you to learn a concept in a language you understand than in a language you don't understand?"

Becker goes on to explain the drawbacks of other approaches, including ESL, in which all subjects are taught to children of varying linguistic backgrounds in one language: English. "Kids are falling between the cracks, not learning in either language. There is no cognitive development," she says. "When the student has sufficient command of the new language, then learning can take place. Once you learn two plus two equals four in Portuguese, you don't need to relearn it in English.

"There are over 115 different languages that are part of the bilingual program in this country," she says. "English is the most important, but how do you get to that point? According to cultural pluralism, [you do it] by building on what the student brings, while introducing the new language." She pauses, and hands fly up immediately.

"How do you deal with multiple languages?" a teacher from Providence wants to know. "We have Hmong, Thai, Cantonese, Vietnamese." Becker erases the board and asks for a list of problems, which the class quickly supplies: teachers who don't speak two languages, school boards, politics, criteria and tests, budgets. Especially budgets.

"Isn't it more expensive *not* to teach bilingual," one teacher says, "what with people on welfare rolls, gangs, and so on?"

"In the Providence school system," Becker notes, "over sixty-five languages are spoken. For practical, fiscal reasons, you can't implement bilingual for all these languages. Is it either/or? All or nothing? What's the logical compromise?"

Later Becker explains, "I don't think there's one answer. The important thing [in making these decisions] is to bring the players together – parents, community leaders, educators.... The reason people like working with us is because of the collaboration." Starting from a base of information provided by the Education Alliance, school systems can move forward in developing services tailored for their unique population of multilingual students.

Collaboration is a popular topic when the teachers break into smaller discussion groups. One group is trying to figure out how to get parents involved in their children's schooling. Some of the teachers have visited students' homes, and the rest want to know if that helps. A teacher from East Providence describes being frightened in a bleak neighborhood. Another is more positive, recounting a visit she made to an Asian student's home. "They left their shoes outside the door," she says. "Food kept coming out. The children were closed in the next room, and there were books in the hutch, not china!

In another Alliance program, the New England Superintendents' Leadership Academy for Teachers, the issue of parents' participation comes up again. This time it is in the form of a handout distributed to the twenty-five teachers and administrators from three New England cities attending the day-and-a-half program at Brown. The handout is a good

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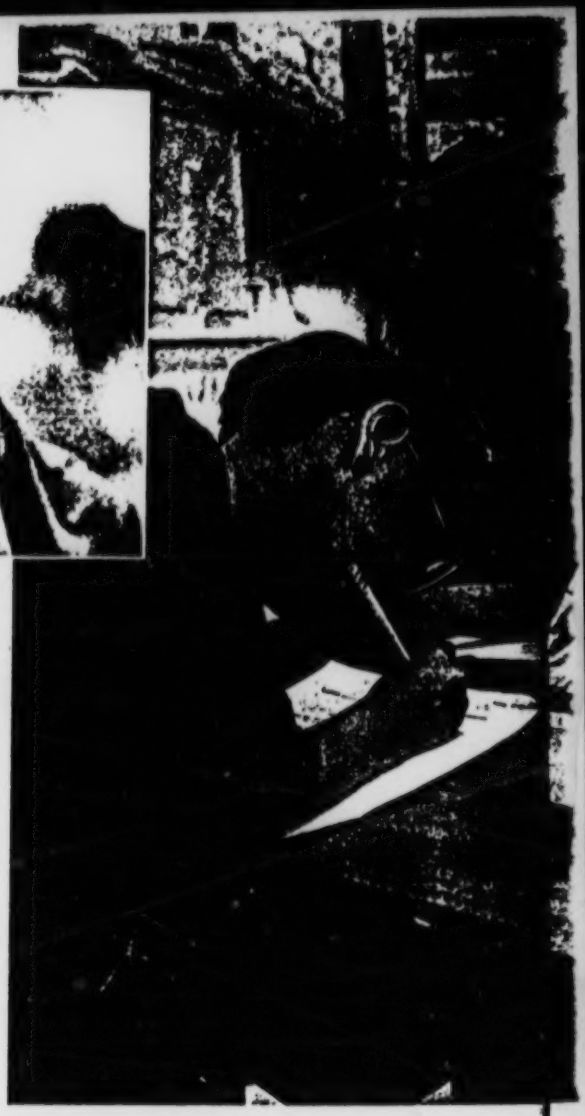

What's Under the Umbrella?

The Education Alliance for Diversity in the Nation's Schools is an umbrella for an array of programs, services, and centers. Each program is supported by a separate grant, with the largest funding agency being the U.S. Department of Education.

The New England Multifunctional Resource Center for Language and Culture in Education is one of sixteen regional centers funded by the U.S. Department of Education to train educators in curriculum development and language acquisition for language-minority students. Based at Brown, the center works with the departments of education in six states and has satellite offices in three of them.

The New England Desegregation Assistance Center for Equity in Education is one of ten centers funded by the U.S. Department of Education to assist school districts under desegregation orders and communities working to eliminate educational barriers based on race, sex, or national origin.

The Superintendents' Leadership Council's purpose is to educate policymakers and educators on the needs of language-minority students who may be at risk. Its 125 members from six New England states share strategies at an annual institute and biannual state meetings, and through a newsletter.

The Master's Program in ESL/Bilingual Education and Cross-Cultural Studies encompasses bilingual education, second language acquisition, multiculturalism, and clinical experiences.

The Education Alliance Press publishes a series of *Occasional Papers*, newsletters, and other materials related to the Alliance's mission. The alliance's two **libraries**, located in the Wayland Avenue office, include one specializing in equity issues and another with a more general focus on language minorities and language acquisition. They are the largest such collection in New England.

example of what the Alliance does very well: pass on what its "students" learn. Written by an unidentified first-grade teacher, the five-page text tells a true story: The teacher had a Liberian student named Joel who was causing trouble in class. By chance, the boy's mother was invited to come to the school one afternoon to talk to several classes about her country. The afternoon proved to be a turning point for the difficult boy.

"My students did find out that African cities were similar to ours, but the benefits... extended far beyond that [to an] understanding of the strife the family endured in leaving Liberia," the teacher writes. "As the class talked about what we had learned, Joel, a relatively quiet boy, eagerly added details to what his mother had told us earlier.... I believe this was the first time he had the opportunity to share his story with his peers. He had something important to share with us and an important reason to participate in the classroom."

Young children can be touched by understanding, but once they become adolescents they can be difficult to reach. John Connelly, superintendent of the Bridgeport, Connecticut, public schools, is

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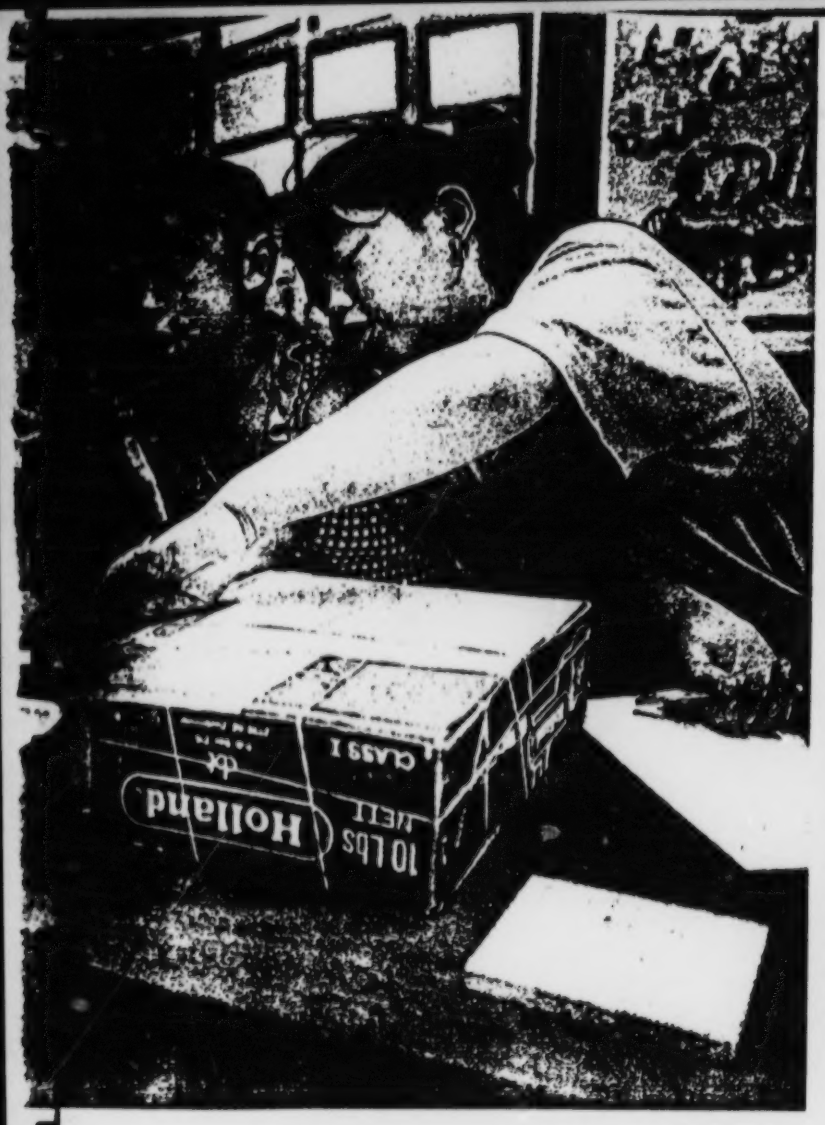

Camden Avenue School students collaborate on a math project that entails counting cubes (left). Executive Director Adeline Becker (below) emphasizes that the Alliance's mission is to provide schools with informed choices rather than dictating any one approach to teaching today's multilingual students.

attending the academy with six of his teachers. The enrollment in Bridgeport's thirty-eight schools is 49-percent language minority, which makes Connelly something of an expert.

"Many gangs have an ethnic basis and come out of linguistic minority communities," he says. "In Connecticut, the Latin Kings' whole charter centers around uplifting Latinos. The gang provides social and even monetary support and becomes a substitute family." Connelly explains that the Superintendents' Leadership Council, which he cochairs (and which was started and nurtured by the Alliance), has made gang awareness one of its study topics.

Association with the Superintendents' Council, says Connelly, has turned many school leaders' thinking around. "At one time principals saw [linguistic minorities] as *those* kids," he explains. Now, "the point is to celebrate and value them. [The Council] is one of the most significant professional activities I am involved in," he adds. "I am the conscience to make sure our LEP [Limited English Proficient] kids are dealt with fairly. [They] are everyone's responsibility, not just bilingual educators'."

It is late afternoon, and the Superintendents' Leadership Academy is winding down. Sitting at a big, round table with the rest of the Bridgeport participants, fourth-grade teacher Trudy Kreuzer looks as if she would rather be someplace else. Her eyes are glazed and she is fidgety. But the problem turns out to be overload, not boredom.

"We were up working on our team reports until 10 last night," she says. Kreuzer teaches "sheltered English," which she explains is "a bridge between bilingual and mainstream" classes. "I have been twenty-three years in the school system," she says. "I just got involved with this, and I absolutely love it. It gets better every year."

She is asked: Is all this effort going to make a difference? Kruezer responds immediately.

"It's a flicker right now that's going to grow into a flame," she says. ■

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The State of Connecticut has a total student population of approximately 485,800 enrolled in 166 school districts and attending 966 schools and 17 regional vocational high schools. While the total school enrollment has decreased by 13.7% from 1980 to 1990, the minority enrollment has continued to increase by about 25%.

Minority student enrollment presently totals 127,180 or 26.2% of the total public school population in the State. It is interesting to note that from 1977 to 1992, even though the white student population attending the State's public schools had decreased, African Americans had increased by 0.7%, the Hispanic school population had increased by 74% and the Asian student population had increased by 340%. The latest figures show that African Americans comprise 12.9% and Hispanics 10.7 % of the total school population in Connecticut. Over 80% of the minority students were enrolled in just 18 districts. An average of 32% of these students attended schools where they numbered at least 90% of the student body. Over 61% of minority group students attended schools where they were in fact the majority.

The number of reported Limited English Proficient students in Connecticut now stands at about 21,040, which represents a 16 % increase since 1990. Unfortunately, only 13,544 of the State's identified LEP students receive direct educational services through Bilingual Programs. This means that about 36 % of Connecticut's Limited English Proficient students are not enrolled in much needed language acquisition programs.

Students continue to arrive in Connecticut from diverse ethnolinguistic groups. Students entering schools directly from Puerto Rico continue to increase significantly while numbers of students coming from the Dominican Republic, Honduras, Costa Rica, and Colombia have been consistently high. Most of these LEP Spanish speakers settle in Connecticut's largest cities. These cities are, in order of LEP population: Hartford, Bridgeport, New Haven, New Britain, Waterbury, Stamford and Meriden. The percentage of LEP Spanish-speaking students is in direct proportion to the population of the above

named cities. These communities serve about 66% of the total LEP population in the state. Of the 13,834 LEP students eligible for State funded bilingual programs, 13,187 or approximately 95% are in Spanish language bilingual programs. Other language minority groups served by bilingual programs are (in order of population served): Polish, Vietnamese, Portuguese, Haitian-Creole, Laotian and Cambodian.

State mandated and funded bilingual programs exist in 14 LEAs: Bloomfield, Bridgeport, Danbury, East Hartford, Hartford, Meriden, Naugatuck, New Britain, New Haven, New London, Norwalk, Stamford, Waterbury and Windham and in three State-administered vocational technical schools.

Title VII funded programs are situated in Hartford, New Britain and Windham-Willimantic. There are two Title VII Training Projects at the University of Connecticut at Storrs and one for bilingual special education at Fairfield University.

Segregation and poverty continue to plague the education of minority students in Connecticut and are the crucial issues that impact upon their lives. Minority students comprise 26.2% of the school population of Connecticut and most of these students live in the urban communities mentioned above. The State's capitol, Hartford, has 5,219 reported LEP students, representing about 38% of theState's total LEP population. Hartford is not only the poorest city in Connecticut, but is also one of the poorest cities in the nation. Hispanics, almost 95% Puerto Rican, represent Hartford's largest LEP student population (97%). As reported last year, in fourteen of twenty-five Hartford elementary schools white students comprise less than 2% of the population. Conversely sixteen of the surrounding suburban schools have Hispanic populations of under 3%. Hartford still has the 6th highest child poverty rate among large cities in the United States and three out of four Puerto Rican children in Hartford qualify for the free lunch program. It is evident that racial and economic segregation has had a major impact on the educational achievement of Connecticut's Puerto Rican students. Low reading scores continue to predominate in

Hartford, Bridgeport and any other community where the poorest schools are located throughout the State.

In order to improve all LEP test scores, the Connecticut State Department of Education and the local MRC have been training bilingual teachers in Waterbury to prepare their students for the new Connecticut State Mastery Tests. The plan is to eventually provide this training statewide to all teachers of LEP students in the state. These tests are presently administered beginning in the fourth grade and continue every even numbered grade through the tenth grade. Students who have been in bilingual programs for three years must take this Mastery Test in English. It is, therefore, not surprising that test scores continue to be very low in the poorest school districts and even lower for LEP students. CSDE and MRC staff plan to train teachers by grade levels. It is hoped that in three years when the first group of fourth grade LEP students,(whose teachers have been trained), take the test, there should be a marked improvement in all scores.

The continued increase of Spanish speaking LEPs in the state have increased the demand for more presentations and workshops on Hispanic culture. At the University of Hartford presentations on Puerto Rican culture and literature were given by MRC staff.

The MRC provided the Bristol, Connecticut School System with a workshop on Puerto Rican culture for their high school students. A panel presentation for Greenwich Public School provided insights on Hispanic students' experience of the American school system.

Four workshops on Language Arts and Reading were provided to teachers in the vocational high schools who have mainstreamed Limited English Proficient students in their academic subject classrooms. The focus of this training was cultural differences in learning styles and the latest techniques for promoting second language acquisition. The MRC also gave a statewide workshop for teachers with LEP students in mainstream vocational "shop" classes. Vocational school administrators have requested additional

workshops for the next school year for the LEP student in the mainstream academic as well as the mainstream vocational classroom.

Several meetings and workshops have been facilitated for teachers in Connecticut LEAs. In Stamford the meetings were primarily aimed at administrators with a focus on the reorganization of their Bilingual/ESL Department. Latest methods in language assessments, student evaluation, testing and LEP student placement will all be part of the year-long staff development plan for the Stamford Public School system for the next academic year. A new curriculum for the ESOL classroom will also be in place. Teacher training workshops were given on effective bilingual education and ESOL techniques.

An MRC staff member and a Connecticut SEA consultant jointly met with the Bramford school district to discuss the growing LEP population and anticipated needs. Program models were discussed and possible future training for the district.

A two-hour workshop was presented in Waterbury for bilingual teachers on using whole language to promote language development. Over 30 teachers attended and many requested further training on the topic. Similarly an all day workshop was provided to third grade bilingual teachers in Hartford by an MRC staff member. Topics included were: integrating the ESOL curriculum, native language instructional components, CALLA and integrated theme-based curriculum units.

The State Department of Education requested and received MRC help in providing workshops for bilingual Social Studies teachers. Two native language state-wide introductory workshops were held and followed by more advanced follow-up training for the same group. Methods on how to best use mainstream materials in the bilingual classroom were presented. The adaptation of audio-visual equipment, including videos and cassettes in English, and the use of school-based Social Studies resources were also part of the training. Though all the trainees were Spanish Social Studies teachers, they were introduced to methods of including English language acquisition in their classrooms. The evaluations of these workshops proved how needed this training was and the Connecticut

State Department of Education and the local MRC have plans to expand this training, not only in Social Studies, but also for bilingual science and mathematics teachers.

The Waterbury, Connecticut Public School System has received funding for a new elementary school. The Superintendent and School Board enthusiastically support the establishment of a Dual Language program for the school. The Connecticut State Department of Education and the MRC have met several times with administrators and teachers to provide technical assistance and support on implementation. The National Clearinghouse for Bilingual Education helped the MRC to supply the latest research on Dual Language programs. Waterbury administrators, Connecticut State Department of Education and MRC staff plan to visit schools that have Dual Language programs in New England in the near future.

The MRC and a Connecticut SEA representative offered a two-day statewide seminar for beginning ESL teachers entitled, "Practical Strategies for Teaching ESL." Some of the topics covered were: first and second language acquisition, ESL methods, cooperative learning and multicultural issues. A follow-up session was given in February. Connecticut MRC staff and the Connecticut State Department of Education worked together again in presenting a two-day seminar for content area teachers focusing on LEP students needs. Some of the topic areas presented were: sheltered instruction strategies, cooperative learning, language acquisition issues and multicultural education. The seminar was well attended and exceptionally well received. Meeting LEP student instructional needs in mainstream classes continues to be an important issue in Connecticut as more mainstream classrooms in the State receive LEP students. Due to the great popularity of the seminar for mainstream teachers with LEP students, the MRC and Connecticut SEA offered a repeat of the two-day seminar in December. The participants' response to the seminar was extremely positive and more follow-up workshops for mainstream teachers are being planned for the '94 - '95 school year.

Shortly after the school year began, the principal and the ESL teachers of the Western Middle School in Greenwich, CT requested that the MRC help them with methods they could use to communicate with about fifty Hispanic parents that were new to their area. The MRC provided a workshop-lecture for these parents. Several ideas proposed by the MRC staff were quickly adopted, (including the translation of the Student Guide Book). Subsequently these parents requested that MRC return for follow-up sessions. A "rap" session was held at the school by the local MRC for about sixty LEP Hispanic students. Administrators and teachers were not invited to this session. The students talked about their experiences of discrimination. The local students were, at times, insulting and considered themselves superior to these new arrivals. The Hispanic students also felt that the school did not offer enough information on Hispanic culture in their Social Studies curriculum. A meeting with receptive administrators and the ESOL teachers at Western Middle produced many needed improvements. The Hispanic parents have now requested another meeting with MRC staff for the coming school year.

In January an MRC staff member presented a series of workshops for mainstream and ESOL tutors in Bristol. Discussion with the staff development director indicated that many teachers in the district had very limited prior knowledge and much anxiety about having LEP students in their classes. During the three sessions, information was provided on language acquisition issues, multicultural issues, adapting material for LEP students and sheltered instruction. The evaluations indicated that the staff was grateful for the information and that many of their fears were alleviated.

During February the MRC and Connecticut SEA presented a two--day seminar for experienced ESOL teachers. Topics covered included literacy and process writing for LEP students, CALLA, questioning techniques, cooperative learning and materials development.

Bridgeport Public School staff was provided a workshop entitled, "Teaching and Learning Strategies for Language Development" which was well received. Bridgeport was

also given teacher training in Effective Bilingual Education Practices The response to this workshop was so enthusiastic that theBridgeport LEA decided to offer the same workshop for the administrative staff.

The topics of sheltered English and teaching students of culturally and linguistically diverse backgrounds were addressed by the MRC staff in a workshop provided for the teachers of a West Hartford elementary school. Further workshops were planned for other schools in the district for the next school year. The MRC also provided technical assistance in East Hartford. The district has experienced significant growth in their LEP population and is seeking to restructure their program to accomodate the increased numbers of LEP students.

For the third consecutive year, the Metropolitan Academy of the Greater Hartford Area School System held a three-day Institute at the Legislative Office Building in Hartford for principals of local schools. This year, the MRC and the New England Desegregation Assistance Center at Brown joined in presenting three multicultural workshops. The MRC/DAC offerings included a panel of five LEP high school students from the area to discuss their immediate concerns and the problems they faced each day within the Hartford schools. The principals were surprised to learn that there was a lack of guidance and counselling support for recently arrived LEP students in their schools. In the discussion that followed the administrators agreed to correct the lack of services to these students.

The Bilingual Directors, in conjunction with the Connecticut State Department of Education Title VII Coordinator, have formed a new organization whose purpose *"shall be to increase the effectiveness of services to each and every Limited English Proficient student (Pre-K to Adult) in the State of Connecticut".* They have named this alliance, "Professional Association of Bilingual Education Administrators," (PABEA). The staff of the MRC attends PABEA's monthly meetings. Full reports from MRC-University of Hartford staff on monthly activities are part of the agenda. At each meeting the directors

have the opportunity to discuss training or workshops needed within their school systems with the MRC staff.

Bridgeport's Superintendent of Schools, James Connelly, who Co-Chairs the New England Superintendents' Leadership Council, again arranged to have a team of six teachers attend the Superintendents' Leadership Academy at Brown University in March. The team has continued to plan to improve communication between bilingual and mainstream programs. Several follow-up meetings have been held since then to plan for a system-wide presentation to Bridgeport's teaching staff this Fall.

Three MRC staff members and the Connecticut SEA participated in a four-day TRAINER of TRAINERS workshop. MRC staff presented topics such as coaching skills, workshop skills, ESOL theory, and methodology. The participants were very enthusiastic about the sessions and follow-up workshops will be planned for this Fall and Winter. In July the MRC and the CT-SEA offered a second state-wide TRAINER of TRAINERS seminar. Similar topics were covered as in the June sessions. Again, follow-up workshops were planned for the next school year.

For the third summer, the MRC presented workshops for the Summer School staff at the Blackum School in Bridgeport. The topic was the LEP Student in the Mainstream Classroom. The Summer School study body is a combined population of Bridgeport students and several suburban school districts. Some of the topics covered in this half-day session were: Infusing the Curriculum with Multiculturaliam and Sheltered Instruction.

During August the MRC continued its work with mainstream teachers to improve their teaching of of linguistically and culturally diverse students. The MRC provided a one-day and workshop to the teachers in Shelton, Connecticut. The focus of the presentation was how mainstream teachers and the LEP program staff can function as a team. Other topics presented in this all-day workshop were: Adapting Teaching Strategies for LEP Students, Learning Styles and Cultural Orientation, Cooperative Learning and Language Acquisition Issues.

Continuing to work with mainstream teachers, the MRC staff did training in September in Wethersfield. The issue continues to be the LEP student in the mainstream classroom. The participants' responses to the workshop were extremely positive and future workshops are being planned.

The MRC staff at the University of Hartford have been active in the two Connecticut professional organizations: ConnTesol and CABBE. The MRC helped with ConnTesol's Fall Mini-Conference at Tunxis Community College. Over 100 attended this conference and it was enthusiastically received. The MRC also co-sponsored another Mini-Conference for ConnTesol in January entitled, "ESOL on a Shoestring." This conference's main focus was how to develop materials with limited funds for use in ESOL classes. An MRC staff member made a presentation on the use of songs in the ESOL classroom. Despite the bad winter weather the mini-conference was attended by over 30 enthusiastic teachers. In April, the New England MRC co-sponsored ConnTesol's Annual Conference at the Ramada Inn in Meriden. The theme of the conference was the development of listening and speaking skills. Over 300 people attended the conference which made it the largest attendance in ConnTesol's history. An MRC staff member presented a workshop entitled, "Shake, Rattle and Roll: Using Songs and Chants in the ESOL Classroom." The featured workshop presenter, an MRC consultant, gave a series of sessions on "Storytelling in the ESOL Classroom". The MRC is proud to announce that an MRC staff member, who has served on ConnTesol's Board of Directors and has presented several workshops to the membership, has been elected President of ConnTesol. The MRC will help sponsor the 20th Anniversary two-day CABBE Conference to be held at the Holiday Inn in Hartford in November.

As of July 1, 1993 the State of Connecticut has instituted ESL Certification. The MRC held extensive meetings with the administrators at the University of Hartford, Fairfield University and Southern Connecticut State College in order to help give training to those ESL teachers who needed additional credits for State Certification. Connecticut

institutions of higher education have become aware of this need and have included all the necessary courses required for ESL certification.

This past Summer an MRC staff member taught a graduate level ESOL methods course at the satellite campus of Sacred Heart University located in Lisbon, Connecticut.

The need for training is most evident in those districts where established ESL/Bilingual departments do not exist. Since the State is constantly receiving new LEP students, the need to train new teachers or teachers who have never had Limited English Proficient students in their classroom continues to grow. In June, MRC-Brown University, Connecticut State Department of Education Title VII Coordinator and MRC-University of Hartford staff met in Bridgeport to plan language acquisition training for the State's teachers. The Connecticut State Department of Education was able to supply the names of the important areas were the training would be crucial. The MRC-Brown University has prepared a needs assesment document that has been sent to ESL teachers in early September. Based on this report, the New England MRC will plan and make available meaningful training for these Connecticut teachers. Prsently, an all-day, state-wide workshop is planned for November. Later, the Connecticut State Department of Education and the MRC will arrange for smaller regional training workshops to target the language acquisition needs of Connecticut's LEP population.

The close rapport that Connecticut MRC and Connecticut State Department of Education staff have, has been very instrumental in the extremely successful training this year.

NORTHERN NEW ENGLAND

The New England Multifunctional Resource Center satellite at the University of Southern Maine assumes responsibility for technical assistance, training, and conference/symposia activities in Maine, New Hampshire and Vermont. In recent years the cities of Portland, Manchester, Nashua, Burlington and Brattleboro have seen increases in immigrant and refugee populations. The remainder of the tri-state region is characterized by pockets of low-incidence enrollments or concentrations of Franco-Americans and Native-American (Passamaquoddy, Penobscot and Maliseet) Reserves. Meeting the needs of English language learners has been and continues to be a challenge for LEAs and SEAs in light of reductions in school and programmatic budgets. Resources that were commonplace are now being cut or denied as a result of stagnant local /regional economies. The reduction of dedicated resources has at the same time placed greater demand on the MRC to provide services in collaboration with state and local agencies.

In the calendar year 93-94, a total of over fifty-five workshops, two hundred forty technical assistance and over two hundred ninety "other" contacts were provided for the tri-state area by MRC staff on a variety of issues and training related needs.

MAINE

In the state of Maine, the number of non-English language background students held firm. According to the 1990 Census, since 1980, Maine has seen a significant population growth in Asians (130%) and Hispanics (37%). In the past few years, the number of limited English proficient students has increased by 100% and nearly 75% of Maine's school districts now enroll LEP students.

There are 94 languages spoken in Maine and in the past year over 1,830 LEP students have been identified by the State. French remains the major ethnolinguistic group comprising 46.3% of the language minority students. The fastest growing group of students whose language is not English are Asians (21.8%), who speak 22 different languages. Spanish is the first language for 16.2% of Maine's LEP population.

The State's data collection indicates that there are 4,008 students identified as coming from linguistic minority families. With 1,830 students enrolled in bilingual or English-as-a-second-language classes, only 45% of the potential population receives services. Altogether, twenty-one districts are currently providing bilingual or ESL services to 1,270 LEP students. The services provided range from ESL classrooms to ESL tutorials after regular school hours. While some districts employ trained, ESL certified instructors (24) others use non-ESL endorsed teachers (36) and educational technicians (55). Districts requesting assistance from the MRC during 1993-94 have included: Augusta, Bangor, Brunswick, Calais, Topsham, Turner, Portland, Madawaska, Caribou, Bar Harbor, St. Agatha-Frenchville, Van Buren, Kennebunk, Waterville, Auburn, Lewiston, Biddeford, Maine Indian Township, Sanford, Old Town, Houlton, Livermore Falls, Farmington, Falmouth, South Portland, Hampden, Rockport, Belfast, Alfred, Orono, and Machias.

In Portland there are seven Title VII grants addressing various programmatic needs. The MRC staff has provided technical assistance and professional training on the following topics: Curriculum Development, Special Education and Bilingual Instruction;

Integrated Units; Thematic Approaches/ Curriculum Designs; Academic ESL; Alternative Assessment; Language and Content; and Expert Groups in ESL. Many teachers, and educational aides have participated in the training with the support and backing of school administrators who provided substitute teachers in their classrooms.

Project Synergy received technical assistance and teacher training as this consortium-based project operated in its second year as a Title VII site. The project headquarters are located in Kennebunk, but Biddeford, South Portland and Berwick schools comprise the consortium. MRC staff addressed issues of low-incidence program delivery; multicultural curricula; teacher training and instructional management. Teachers received training on Parental Involvement; Family Literacy; Language and Content; Thematic Approaches; Sheltered English; ESL methods and materials; and program evaluation. Teachers also participated in regional and statewide training activities conducted by the SEA and the MRC.

St. Agatha, SAD # 33, located at Maine's northern border further broadened its programmatic reach by expanding bilingual education training for teachers into SAD #24 in Van Buren. An introductory course offered through the University of Maine at Fort Kent for over twenty-five teachers in the SAD # 24 district, was supported by MRC staff and guest lecturers. In addition, MRC staff assisted this project with parental involvement strategies; bilingual education and community support; program evaluation; writing process; assessment; teaching language and math/sciences; multicultural resources; and professional development for teachers.

In Turner, the Title VII project is in its first year of funding. As a bilingual program (Spanish) in its start-up year, this project has received MRC services with training aimed at both ESL, bilingual and mainstream teachers. Topics covered have included: multicultural education; LAU plan; assessment; integrated curricula; ESL/BE methods and practices; and program development and implementation.

The Indian Township Title VII project hosted other Title VII programs to confer on common strategies for program development and advocacy for LEP populations. This project has worked to promote bilingual education and the resurgence of the Passamaquoddy language. Many of the project staff worked with the SEA and MRC to sponsor the Wabenaki People's Conference. As a result of an on-site visit and discussions with project staff, a new teacher orientation is planned for the early Fall to acquaint new staff to cultural aspects of educating Native American children.

The majority of school districts reporting LEP enrollments cite problems serving low-incidence students. This is difficult from a funding point of view in that the burden of education falls on mainstream teachers who are unaccustomed to working with LEP students. This necessitates support and technical assistance from the SEA. However, the SEA has reduced its staff and made yet another cut of 2/5's of a position for field services in 1993-94, in addition to the 1 and 1/5 position cut the preceeding two years. Increasingly, the MRC has been called upon to help coordinate and deliver regionalized training so as to be able to not only provide troubleshooting and training, but to also promote networking among neighboring schools/teachers. While the State has initiated commissions to study the current school funding formulas, there is no relief in sight. School budgets have been cut or frozen in over 50% of the State's districts.

There is no institutionalized undergraduate or graduate Bilingual/ESL degree program anywhere in Maine. There are some courses offered through the University of Southern Maine but these are geographically limited to teachers who reside in southern Maine. The MRC and State Department of Education are called upon to provide whatever technical assistance, training or workshops and courses to help teachers meet state mandated certification and endorsement in Bilingual and ESL education.

In 1993-94, the MRC co-sponsored two statewide conferences. The statewide ESL and Multicultural Conference: "The Multicultural Web" was held in Orono, on October 8, drawing over 125 participants. Several MRC staff presented workshops on a

variety of ESL topics. An improvisational theatre group of high school students, many of whom were Native American or Franco American were featured at the plenary session. The 12th Annual Maine Indian Education Conference was held on May 5 and 6 in Calais. Over 225 attended the conference "Innovation, Aspirations, Dreams."

The MRC also participated in a summer institute on teaching math and science, with fifteen teachers completing the coursework. In addition, two MRC staff were involved in a math/science camp for 60 LEP students which ran one week in Castine.

Training for Maine teachers involved over twenty-five workshops offered by MRC staff on topics such as: emerging literacy, program evaluation, parental involvement, curriculum design, teaching for cultural diversity, family literacy, workplace issues, special education, equal access, Native American issues/ curriculum, strategic planning and migrant populations. The MRC has also been involved in working with school administration. Over 23 Maine school superintendents are involved in the Maine Superintendent's Council for LEP students. MRC staff have worked with school principals on a consulting basis as well as providing training on bilingual education, multicultural education, assessment issues, and teacher professional development.

Much of the past year has been spent working with mainstream teachers who initially have expresssed reservations about the effectiveness of their teaching practices with LEP students. As resources become more scarce, training of mainstream teachers in low incidence areas becomes more important in assuring that LEP students receive not only the recognition but the services they require in having more optimal learning experiences. While Maine state superintendents of the New England Superintendents' Leadership Council were successful in making their case before the state legislature for subsidy of LEP services, there has been no funding attached to the bill recognizing the need.

In addition to working with local schools and the Department of Education, MRC staff have consulted with the Maine Literacy Coalition, Even Start Family Literacy

projects, Refugee Resettlement of Maine, Head Start of Cumberland County, and Maine's Association for Adult Education. All of these agencies are impacted by adults, families and children who have limited English proficiencies.

NEW HAMPSHIRE

New Hampshire has remained stable since last year's reporting at approximately 1,200 LEP students. This reflects about 65% of districts reporting that the LEP population is spread throughout the K-12 spectrum, with the highest in elementary and senior grades.

The largest concentration of LEP students can still be found in Nashua(702) and Manchester (680). Of those totals , 250 students in Nashua are enrolled in a Title VII bilingual program. In Manchester, over 200 students are enrolled in some form of English-as-a-second-language classes or tutorials. Private and parochial schools (which have many Franco Americans) are reporting very few LEP students.

The largest ethnolinguistic group in New Hampshire is the Franco American population. One third of the entire population of New Hampshire is of French-Canadian decent. 12% of the Franco-American children who attend public schools are reported in need of assistance with English language proficiency.

The next largest ethnolinguistic population in New Hampshire is classified as Hispanic. From 1980 to 1990 New Hampshire's Hispanic population increased by 102%, the third largest increase in the nation. New Hampshire's Hispanic population is located primarily in Nashua, Manchester and Portsmouth. These Spanish speakers come mainly from Puerto Rico, and the Dominican Republic with some Mexican and South American countries also represented. Because of budget constraints, school boards have been slow to designate monies for LEP student services, especially in areas where enrollments are low. The SEA is expected to train new staff. The MRC is called upon to assist the SEA in delivering technical assistance, training and coursework for teachers.

Notre Dame College is often utilized for expertise of some of its faculty in providing coursework, and MRC staff have assisted them as lecturers and resource specialists. Last Fall, MRC staff taught a graduate course in "Sheltered English" through Notre Dame College for twenty-two practitioners. The Title VII-funded NH

Bilingual/ESL Teacher Resource Center at the SEA acts as a clearinghouse for information, resources for instructional materials, workshops, institutes and teacher networking. In this rural state, the training of trainers model is most efficient and ESL teachers have their own support group with regularly scheduled meetings. This approach offered by the BE/ESL Resource Center is augmented by regularly published newsletters which advertise workshops, courses, teaching strategies, conference updates and teacher materials.

The MRC has worked collaboratively for years with the Resource Center and SEA in providing regional training for Bilingual Education/ESL coordinators. Recently fifteen coordinators completed a twelve hour strategic planning seminar designed to promote long-range planning and the development of year-long action plans to facilitate instructional and support services in twelve school districts.

In the SEA the position of bilingual consultant has gone unfilled due to cutbacks in spending. This leaves the BE/ESL Center with a 3/4ths position and the state Title VII Director who also is funded on a partial basis.

A total of twelve workshops were provided on a variety of topics which included: Strategic planning, change agents, cross-cultural counseling, language across the curriculum, alternative assessment, sheltered instruction, content in L1 low-incidence program design, study skills and ESL, peer tutoring, and performance outcomes. A language activities training is being planned for late summer for teachers on a statewide basis, offered at the BE/ESL Resource Center.

MRC staff have assisted administrators through the New Hampshire Superintendent's Council in implementing ESL programming. There is an ongoing effort to involve more school administrators in the superintendent's council.

VERMONT

The state of Vermont estimates that there are approximately 600 LEP students identified by school districts, however they believe that a new data collection system will help in identifying more realistic enrollments in the coming school year. Seventy three languages are represented by the LEP population which remains clustered in Chittenden and Essex counties. Students have been identified in various parts of the state, however.

The major ethnolinguistic groups in Vermont are Southeast Asian refugees(from Cambodia, Laos and Vietnam) and Franco- Americans. Burlington is a host for the Office of Refugee Resettlement with over 75 Amerasian families currently residing there. The number of Amerasian refugees has increased in the past year impacting surrounding communities such as Winooski which went from 1 LEP student in 92-93 to over 45 LEP students this past school year. Over 700 students come from homes where French is spoken and there are no bilingual programs in existence. Due to budget constraints, funding for LEP services in low incidence areas is severely limited.

Besides Burlington, with the largest LEP population, communities which have requested services have included Winooski, Colchester, Brattleboro, Woodstock, Montpelier, Barre, White River Junction and Bellows Falls. Currently, over thirty districts report LEP populations with an expected increase in the identification of students as a result of a uniform data collection system being introduced by the SEA. MRC staff have worked with local school districts and the state office in coordinating training and technical assistance.

MRC provided twelve workshops on the following topics: ESL methodologies, multicultural classrooms, understanding culture, sheltered English, academic ESL, second language acquisition, and LEP students in the mainstream. Most of the teachers participating in the training sessions have been teachers who are unfamiliar with ESL practices and who are requesting more training from their supervisors. In Burlington alone, over 50 teachers in that school system have participated in a fifteen hour training

on L2 acquisition and the mainstream classroom. That school system has requested additional training system-wide for the upcoming school year for all staff.

Nearby, in Winooski, a needs assessment has been conducted to determine the types of training needed by that system's teaching staff. Training dates are being planned for this Fall. Brattleboro was also the site of regional training for over forty teachers who had identified themselves as needing more education on LEP issues and again, working with this population in the mainstream classroom. Although Brattleboro and Burlington schools do hire ESL tutors, the purpose of the trainings was to acquaint the mainstream teachers with what ESL instruction entails and how mainstream teachers can modify their instruction so that language and content learning can be maximized.

Training was also provided to program administrators on the following: Data collection, parental involvement, program monitoring, and collaborative planning.

Brattleboro applied for and received notification that they have secured Title VII funding to begin a math-science focused Special Alternative Project this summer. MRC staff have already begun the groundwork for system-wide teacher training in the Brattleboro schools. The level of activity has increased both in terms of technical assistance contacts and requests for services.

IV. OUTCOMES AND ACCOMPLISHMENTS

OUTCOMES AND ACCOMPLISHMENTS

The MRC's training and technical assistance activities have yielded many outcomes that advance programs for the education of Limited English Proficient students in the service area. Requests for return visits and additional training from MRC staff demonstrate a high level of client satisfaction. Another indicator of the high regard in which the MRC is held, is the large number of appointments of MRC staff to advisory councils, boards, and task forces for the advancement of language minority students within the service area and nationally.

MRC efforts have contributed greatly to an increased interest in providing quality programs for students and a better understanding of what constitutes a quality program. The MRC is responsible for the fact that now, it is not only ESL/bilingual teachers and directors who take responsibility for LEP programs, but increasingly superintendents, principals, other mainstream administrators, and mainstream teachers as well. This represents the fruit of a great deal of MRC work involving administrators and school teams.

Many other outcomes of MRC work to advance programs abound. These include MRC supported efforts in the adoption and implementation of innovative initiatives such as: special programs for low literate / interrupted education students, transitional content programs, two way developmental programs, whole language programs, parental involvement programs, school team building and others. Many programs have restructured to meet changing student needs and new mandates under MRC guidance.

Many participants in MRC activities are involved in on-site follow-ups. These include formation of district-wide LEP teams, or diversity councils, and the co-sponsoring of conferences with the MRC. In 1992-93, one group of 7 administrators who attended a semester-long MRC co-sponsored leadership seminar conducted a district needs assessment and co-sponsored additional training for 80 principals and other

administrators. The team went on to work with community members to write a 5- year plan for bilingual education in 1994. After another MRC administrator conference, 15 attendees formed a task force to study LEP issues in their districts and to plan further training for site-based teacher/administrator teams. LEA Title VII proposals have developed from several such training and team building activities

Therefore, a major outcome of MRC efforts is this capacity building focus. MRC-trained superintendents, directors and teachers are now frequent presenters at conferences and workshops within and outside of the region. Training of trainers activities and MRC coaching have greatly multiplied the number of educators reached.

MRC influence is also noticeable at IHEs. As a result of MRC technical assistance and training of the Education Department at Brown University, a new MAT program in ESL is under development. The University of Maine held its second annual ESL conference as a result of the MRC's involvement there.

Written evaluations by participants at MRC activities also document a high degree of client satisfaction. Most participants indicate a desire for more workshops and additional time with MRC staff. In ongoing training series many teachers report their progress in implementing techniques demonstrated by MRC trainers. Some MRC training involves innovative demonstration lessons and on- site coaching.

Written products are another outcome of MRC training. Position papers, mission statements, handbooks, manuals and newsletters reflect MRC staff collaboration with client groups. This has been a particularly fruitful source of information on program administration for Task 6 dissemination to other MRCs.

The most innovative of the MRC's activities during the contract has been the New England Superintendents' Leadership Council. Of all MRC activities it has had the most far-reaching effects in advancing programs for language minority students. Each participating superintendent is in a position to effect district-wide changes, potentially

improving conditions for thousands of students. The section that follows is devoted to a description of the Leadership Council's 1993-94 activities and accomplishments.

SELECTED EVALUATION SUMMARIES FROM REPRESENTATIVE MRC TRAINING ACTIVITIES

ADVISORY BOARD:
James Connelly, Co-Chair
Newport, CT
[redacted] Dungow, Co-Chair
[redacted], VT
Dennis Becker, Convener
Brown University
Providence, RI
[redacted] DeCoste
[redacted] Providence, RI
[redacted] E. LaBrecche
[redacted], NH
Mary Lou McGrath
Cambridge, MA
[redacted] Negroni
Springfield, MA
[redacted] Brian Smith
Maine Indian Education
[redacted], ME

NEW ENGLAND SUPERINTENDENTS' LEADERSHIP COUNCIL

A Consortium for Educating Language Minority Students

EVALUATION FORM
Sixth Annual Superintendents' Summer Institute

Please assist us in evaluating the Institute by completing this form.

1. In general the Institute's program was:

95% Excellent 5% Good ____Fair ____Poor

2. The content of the presentations was:

90% Excellent 10% Good ____Fair ____Poor

Why? Research based - extremely valuable. Good Planning. The topics presented and the high quality of the speakers were outstanding. The concern of reaching the highest standards for LEP students was addressed in a very positive way. The opportunity to dialogue by all participants.

3. Did the Institute address your district's needs?

89% Excellent 10% Good 1% Fair ____Poor

NEEDS ASSESSMENT

Please assist us in planning future activities for the Leadership Council.

1. **General areas of school reform**: Check *three* areas that are of greatest concern to your school district.

12 outcomes & learning goals

7 school-based management

** 13 strategic planning

** 24 staff development for teachers, intake staff & administrators

** 19 student assessment

11 parent & community involvement

2 business partnerships

10 school to work transition

11 working with unions on school reform

OVER

BROWN UNIVERSITY 144 Wayland Avenue Providence, Rhode Island 02906-4338 (401) 272-9549 Fax# (401) 421-7650

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

Dr. Adeline Becker, Director

A Consortium of:

Brown University
University of Hartford
University of Maine
University of Massachusetts

Regional Director's Meeting
Sturbridge, Massachusetts
October 26th, 1993

Hands-on Strategies for Bilingual/LEP Program Directors: Effecting Educational Reform Through Collaboration

Evaluation Form

Please assist us in evaluating the program by completing this form.

1. In general the day's program was:

80% Excellent 18% Good 2% Fair _____ Poor

2. The content of the presentations was:

85% Very Useful 15% Useful _____ Not Useful

3. Did the program address needs that exist in your district?

86% Mostly 14% Partially _____ Not at all

In what ways? Providing me with hands-on ways of expounding developing collaborative efforts in the system to help LEP students to receive our services or better service

4. What kinds of actions does today's program encourage you to take? More activities for schools or school district collaboration for heightening teacher awareness of LEP population and problems.

5. Suggested topics for future meetings and workshops: TBE directors issues. DOE involvement at the regional level. Education reform bill more information.

6. Additional comments: Great opportunity to meet with peers and to focus on problem solving-an area which we all have concerns about, we need to reach others either by learning how to inform them or to know how to make our issues heard.

NEW ENGLAND MRC, 144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548

SECOND ANNUAL RHODE ISLAND
PRINCIPALS' LEADERSHIP CONGRESS
ON EDUCATING LANGUAGE MINORITY STUDENTS

December 1, 1993 — Holiday Inn at the Crossings, Warwick, RI

EVALUATION FORM

1. In general the program was:

7 **Excellent** 15 **Good** 3 **Fair**

2. The content of the presentations was:

8 **Very Useful** 17 **Useful** ___ **Not Useful**

Why? great ideas, raised awareness, informative, useful, practical and useful examples, specific suggestions to principals concerns, small group not that focused but well-prepared, concrete info. on ~~second language programs~~

3. The format of the Congress was:

9 **Excellent** 15 **Good** 1 **Fair**

Why? Q&A provided good opportunities to share ideas, format kept it interesting and well-paced, many relevant topics, good variety, allowed for large and small groups, allow 2 or 3 workshops per person, include ~~teachers, put panel first because it's more stimulating;~~ moved smoothly

4. Which session(s) did you most benefit from? Keynote speaker (7), all, second session, panel and group discussions, ESL/Mainstream collaboration, "peaceful school", teaching tolerance, integrating LEP ~~students into the school community~~

Why? relevant topics, addressed my needs, good ideas for implementing programs, informative and insightful, down to earth, offered sharing ar dissemination of ideas, would have been outstanding for principals who ~~don't already have an ESL program,~~

5. Do you have suggestions for future Principals' Congresses or follow-up activities? focus on K-2 in-class models, cross-visits, bring in people who have lots of experience with ESL students, [redacted]r offer programs based on different levels of implementation in the scho ~~develop models for ESL classes to integrate into mainstream~~ for an urba school district, ideas for greater parent and community involvement, monitoring in-district activities, assessment for special ed, include teachers, info. on different cultures, team approach, more facts, keep day shorter

6. Additional Comments: more than 1 workshop, focus on high school, "I strongly encourage the work done by the MRC, you fill a need not met by any other organization."

Your District_____

BEST COPY AVAILABLE

Adeline Becker
Executive Director

Maria Pacheco
Project Coordinator/
Adj. Assist. Professor

BROWN UNIVERSITY

PROJECT PRAISE

Partnership Reaching Administrators in School Environments

PRAISE INSTITUTE III

New England Desegregation Assistance Center

March 18, 1994

Presenter: Dr. Catherine Walsh, New England MRC

Meeting the Needs of Diverse Ethnolinguistic Groups

Evaluation Form

Please assist us in evaluating the program by completing this form.

1. In general the day's program was:

   99% Excellent 1% Good _____ Fair _____ Poor

2. The content of the presentations was:

   99% Very Useful 1% Useful _____ Not Useful

3. Did the program address needs that exist in your district?

   95% Mostly 5% Partially _____ Not at all

In what ways? Was very relevant to what is happening in the schools. We have a large Puerto Rican population. Explaining many cultural differences. Recognition that these biases and negative communication take place we need more specific strategies to help change.

4. What kinds of actions does today's program encourage you to take? Be more sensitive to cultural/gestural indices. This encourages me to offer a district information meeting for teachers. The program increased my awareness of cultural nuances/ differences. It especially helped me understand "latino."

5. Suggested topics for future meetings and workshops: Continue strategies that will help the parent/family school mix to take place. More about cultural differences that effect kids in school. Introspective examination of our own verbal and nonverbal messages of acceptance to minorities.

6. Additional comments: Use of student had a tremendous impact. Another excellent presentation!

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

A Consortium of:

Brown University
University of Hartford
University of Maine
University of Massachusetts

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Sheltering Instruction for LEP Students

LOCATION Mass. Dept. of Education

PRESENTER Robert Parker DATE 12-8-93

1. How well was this workshop organized?
   - Very well organized 95%
   - Moderately well organized 5%
   - Poorly organized ___

2. The objectives of this workshop were:
   - Clear 98%
   - Unclear 2%

3. The objectives of this workshop were:
   - Adequately accomplished 90%
   - Partly accomplished 10%
   - Not accomplished ___

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ___ Why not? ___

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 90%
   - Adequate 10%
   - Not very effective ___

6. What was the best thing about this workshop?
   Presenter and his experience in the area. Good overview of ESL education needs. Excellent resources for setting goals and evaluating results. Being challenged to change teaching styles. Teacher empowerment.

7. In your opinion, how could this workshop have been improved?
   More on being change agents. One workshop per month. It should have been videotaped so other can benefit. Breakdown infor into sections.

8. Do you have any suggestions for future workshops or followup activities?
   More assessment. Invite new teachers in Mainstream Program. HAve administrators attend along with teachers.

YOUR POSITION:
- A. TEACHER___
- B. AIDE ___
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR___
- F. OTHER ADMINISTRATOR___
- G. OTHER___

SCHOOL DISTRICT: MA

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Dr. Adeline Becker, Director

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Understanding the Needs of Recently Mainstreamed Bilingual/ESL Students

LOCATION McKay School-Fitchburg, MA

PRESENTER Maria Pacheco DATE 5/26/93

1. How well was this workshop organized?
   - Very well organized 88%
   - Moderately well organized 12%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 98%
   - Unclear 2%

3. The objectives of this workshop were:
   - Adequately accomplished 83%
   - Partly accomplished 17%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 98%
   No 2% Why not? Principals and guidance counselors

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 81%
   - Adequate 17%
   - Not very effective 2%

   Unfortunately this workshop was suppose to have had 15 participants and 51 attended.

6. What was the best thing about this workshop?
   Hearing what works in the classroom with these children, what doesn't and why. Need to believe that ALL children can learn!

7. In your opinion, how could this workshop have been improved?
   Much smaller would have been more effective. Spread material over more workshops so topics could be broken down so that more in-depth discussion could occur in each topic area.

8. Do you have any suggestions for future workshops or followup activities?
   When to place Bilingual children in English Special Education Program What the criteria is.

YOUR POSITION:
- A. TEACHER 41
- B. AIDE 3
- C. PARENT ____
- D. OTHER PROFESSIONAL 4
- E. PROJECT DIRECTOR ____
- F. OTHER ADMINISTRATOR 2
- G. OTHER ____

SCHOOL DISTRICT: ____

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Theories of First and Second Language Acquisition

LOCATION Classical High School, Prov., Education Alliance, Brown U.

PRESENTER Francine Collignon DATE June 27-July 18

1. How well was this workshop organized?
   - Very well organized 79%
   - Moderately well organized 12%
   - Poorly organized 0%

2. The objectives of this workshop were:
   - Clear 96%
   - Unclear 4%

3. The objectives of this workshop were:
   - Adequately accomplished 83%
   - Partly accomplished 8%
   - Not accomplished 9%

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ___ Why not? ___

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 100%
   - Adequate ___
   - Not very effective ___

6. What was the best thing about this workshop?

7. In your opinion, how could this workshop have been improved?

8. Do you have any suggestions for future workshops or followup activities?

YOUR POSITION:
- A. TEACHER 23
- B. AIDE ___
- C. PARENT ___
- D. OTHER PROFESSIONAL ___
- E. PROJECT DIRECTOR ___
- F. OTHER ADMINISTRATOR 1
- G. OTHER ___

SCHOOL DISTRICT: ___ 153

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Native Language Social Studies Teachers

LOCATION Chase School - Waterbury

PRESENTER Sabino Rodriguez DATE 11-17-93

1. How well was this workshop organized?
   - Very well organized 97%
   - Moderately well organized 3%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 95%
   - Unclear 5%

3. The objectives of this workshop were:
   - Adequately accomplished 99%
   - Partly accomplished 1%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 98%
   No 2% Why not? I don't teach Social Studies but if I did I would apply the information.

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 94%
   - Adequate 6%
   - Not very effective ____

6. What was the best thing about this workshop?
   Learning how to apply content area to different levels. Positive speaker - great stories and examples. Using Social Studies across the curriculum. Teaching and understanding about cultural differences and similarities in Puerto Ricans. Materials and videos.

7. In your opinion, how could this workshop have been improved?
   More time. More participation of teachers - more audio visual materials. More ideas to present topic. It would have been an asset to see the movies.

8. Do you have any suggestions for future workshops or followup activities?
   Mr. Sabino again. More hands-on activities. Richness of the Spanish language.

YOUR POSITION:
- A. TEACHER 35
- B. AIDE ___
- C. PARENT ___
- D. OTHER PROFESSIONAL ___
- E. PROJECT DIRECTOR ___
- F. OTHER ADMINISTRATOR ___
- G. OTHER ___

SCHOOL DISTRICT: Waterbury

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Exploring Second Language Development

LOCATION Chapter I - Fall River, MA

PRESENTER Dr. Nancy Clair DATE March 16, 1994

1. How well was this workshop organized?
   - Very well organized 99%
   - Moderately well organized 1%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 98%
   - Partly accomplished 2%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ____ Why not? ____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 95%
   - Adequate 5%
   - Not very effective ____

6. What was the best thing about this workshop?
   Learning to look at each child individually not as a part of a certain culture group. Learning new concepts about how children learn a second language. Presenter was realistic about goals and objectives. Good ideas.

7. In your opinion, how could this workshop have been improved?
   Full day. More time. More hands-on. More examples of specific scenarios.

8. Do you have any suggestions for future workshops or followup activities?
   Possible discussions of case studies. Extend the time.

YOUR POSITION:
- A. TEACHER 22
- B. AIDE 1
- C. PARENT ____
- D. OTHER PROFESSIONAL 2
- E. PROJECT DIRECTOR ____
- F. OTHER ADMINISTRATOR 3
- G. OTHER 3

SCHOOL DISTRICT: ____

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Charlene Heintz, Director, MRC

Consortium of:

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University of Massachusetts
University of Southern Maine

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Adult Literacy

LOCATION Harbor Terrace, Portland, ME

PRESENTER E.D. Bouchard DATE 3/14/94

1. How well was this workshop organized?
   - Very well organized 15
   - Moderately well organized ____
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 15
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 13
   - Partly accomplished 2
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes____
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 12
   - Adequate 3
   - Not very effective ____

6. What was the best thing about this workshop?

7. In your opinion, how could this workshop have been improved?

8. Do you have any suggestions for future workshops or followup activities?

YOUR POSITION:
- A. TEACHER___
- B. AIDE ___
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR___
- F. OTHER ADMINISTRATOR___
- G. OTHER___

SCHOOL DISTRICT: P.R.O.P.

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Learning and Teaching Strategies for Language Dev.

LOCATION Connecticut State University

PRESENTER Sue Goldstein DATE March 29, 1994

1. How well was this workshop organized?
   - Very well organized 95%
   - Moderately well organized 5%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 94%
   - Partly accomplished 6%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 95%
   - Adequate 5%
   - Not very effective ____

6. What was the best thing about this workshop?
Strategies were easy to implement and use in the classroom. Communication. Dynamics used. Cooperative learning. Grouping. Activities. Energy and enthusiasm of the presenter. Applicable to classroom.

7. In your opinion, how could this workshop have been improved?
More time. More visuals. Cover fewer topics in more depth.

8. Do you have any suggestions for future workshops or followup activities?
Another workshop

YOUR POSITION:
- A. TEACHER 32
- B. AIDE ___
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR___
- F. OTHER ADMINISTRATOR___
- G. OTHER___

SCHOOL DISTRICT:_____

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Vocational LEP in Mainstream Trade Classes

LOCATION E.C. Goodwin Vocational H.S. - New Britain, CT

PRESENTER Sabino Rodriguez DATE 4/27/94

1. How well was this workshop organized?
   - Very well organized 100%
   - Moderately well organized ____
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 100%
   - Partly accomplished ____
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 100%
   - Adequate ____
   - Not very effective ____

6. What was the best thing about this workshop?
   Learning new ways to help the LEP students. Sharing info between different schools and seeing how each work with different cultures. Lively. Directness, organization.

7. In your opinion, how could this workshop have been improved?
   Let us apply suggestions then have a follow-up class.

8. Do you have any suggestions for future workshops or followup activities?
   Multicultural awareness classes should be offered for instruction. More on texts, visual aids, video, etc. that are available.

YOUR POSITION:
- A. TEACHER 13
- B. AIDE ___
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR___
- F. OTHER ADMINISTRATOR___
- G. OTHER 2

SCHOOL DISTRICT:_____

25 participants

BILINGUAL/ESL RESOURCE CENTER
TITLE VII ESEA OFFICE-NH DEPARTMENT OF EDUCATION

'93-94
9/22
10/19
11/18
12/14
2/2

In-Service Evaluation

In-Service Title: Developing Academic Language Skills of LEP Students through Content Instruction Date: _____

Presenter: Bob Parker

Location: Notre Dame College, Manchester, NH/1 graduate credit

	Low		Ave	High	
1. Degree to which in-service improved your knowledge:	1	2	3	4 (10%)	5 (90%)
2. Usefulness of the in-service to you:	1	2	3	4 (5%)	5 (95%)
3. Presenters knowledge of subject:	1	2	3	4	5 (100%)
4. Clarity of presentation:	1	2	3	4 (5%)	5 (95%)
5. Organization of presentation:	1	2	3	4 (10%)	5 (90%)
6. Appropriateness of materials:	1	2	3	4 (5%)	5 (95%)
7. Interaction with participants:	1	2	3	4 (5%)	5 (95%)
8. General impression of the in-service:	1	2	3	4 (5%)	5 (95%)

COMMENTS: _____

Topics you would like covered in future workshops:

1. _____
2. _____
3. _____

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Addressing the needs of Bilingual Students

LOCATION Madison Park High School- Boston

PRESENTER Dr. C. Walsh DATE 5/25/94

1. How well was this workshop organized?
   - Very well organized 22
   - Moderately well organized -
   - Poorly organized -

2. The objectives of this workshop were:
   - Clear 21
   - Unclear -

3. The objectives of this workshop were:
   - Adequately accomplished 18
   - Partly accomplished 2
   - Not accomplished -

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 18
   No - Why not? _____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 17
   - Adequate 5
   - Not very effective -

6. What was the best thing about this workshop?
   good presenters/ goal oriented/ good pace/ good handouts
   opportunity to share ideas with other teachers

7. In your opinion, how could this workshop have been improved?
   more sessions/ continued at school level
   more native language teachers should take part in the workshop

8. Do you have any suggestions for future workshops or followup activities?
   more methods on literacy/ display of literacy materials

YOUR POSITION:
- A. TEACHER 18
- B. AIDE -
- C. PARENT -
- D. OTHER PROFESSIONAL 1
- E. PROJECT DIRECTOR 1
- F. OTHER ADMINISTRATOR 1
- G. OTHER 1

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP: Language Development or Language Disability? Making informed decisions about LEP students

LOCATION: Sheraton Tara Airport Hotel DATE: 4/28/94
PRESENTERS: Maria L. Wilson-Portuondo, Jane Yedlin

1. How well was this workshop organized?
   Very well organized 83%
   Moderately well organized 17%

2. The objectives of this workshop were:
   Clear 92%
   Unclear 8%

3. The objectives of this workshop were:
   Adequately accomplished 62%
   Partly accomplished 25%

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 79%
   N/A 12%
   No 9% Why not? "Very difficult to do in a regular classroom," "Too much info. in too short a time," "Referral process takes over 6 months

5. How would you rate the overall effectiveness of this workshop?
   Very Effective 65%
   Adequate 29%
   Not Very Effective 4%

6. What was the best thing about this workshop?
Organization, Succintness, Materials on current research, "Acceptance that ESL students can have disabilities, Q&A, "very informative," case studies, knowledge of speakers, "good overview," "Jane Yedlin's clear and concise presentation," clues to differentiate development and disability, "New information on a long-standing problem. Maria has so much to offer!" scope of materials, "orderly-fluid-sensible-concise," valuable information, important issues

7. In your opinion, how could this workshop have been improved?
Longer, more directed toward regular classroom teachers, "samples, practice and demonstration," more specific info on ESL/Sp.Ed. identification, sample test material, visuals, less info and more time

8. Do you have any suggestions for future workshops or followup activities?
More info or updates on this topic, practice application of assessment, further discussion of assessment and help with decision to place in Sp. Ed., workshops in schools with bilingual populations, more sessions for each area, parent interviews in different languages

YOUR POSITION:
A. TEACHER 33 B. AIDE
C. PARENT D. OTHER PROFESSIONAL 2
E. PROJECT DIRECTOR 1 F. OTHER ADMINISTRATOR 17
G. OTHER:

SCHOOL DISTRICTS: Providence, Pawtucket, East Providence, North Providence, Central Falls, Cranston, Woonsocket, Bristol-Warren

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP: Welcoming Newcomer Parents to our Schools: The Secretary's Role

LOCATION: Quincy, MA PRESENTER: Dr. Georgette Gonsalves DATE: 6/2/94

1. How well was this workshop organized?
   Very well organized 100%

2. The objectives of this workshop were:
   Clear 96%
   Unclear 4%

3. The objectives of this workshop were:
   Adequately accomplished 74%
   Partly accomplished 26%

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 83%
   N/A 13%
   No 4% Why not? "Not enough info on each different dialect"

5. How would you rate the overall effectiveness of this workshop?
   Very Effective 70%
   Adequate 30%

6. What was the best thing about this workshop?
"Presenter's enthusiasm to enlighten secretaries to help in understanding student needs." "How to pronounce names correctly and the background and culture of the people and the expectations they have for their children." "Georgette and her attitude." "Straight forwardness." "It opened up my eyes." "easily understood." "Presenter was accessible and knowledgeable." "written material." "sharing concerns and information."understanding cultures"

7. In your opinion, how could this workshop have been improved?
"Longer-more indepth.""Nothing-it was excellent all around." "More about language/culture/ names." "more time." "more issues." "more specifics about language." "invite a parent." "need another workshop, one is not enough."

8. Do you have any suggestions for future workshops or followup activities?
"How to handle parents when child is ill." "invite parents of Asians." "make them longer"

YOUR POSITION:
A. TEACHER
B. AIDE 22%
C. PARENT
D. OTHER PROFESSIONAL
E. PROJECT DIRECTOR
F. OTHER ADMINISTRATOR
G. OTHER: Secretary 78%

SCHOOL DISTRICT: Quincy/Squantum/Atlantic Middle

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Visuals in Teaching Language

LOCATION Boston University Graduate Seminar in TESOL

PRESENTER Jane Yedlin DATE 4-14-94

1. How well was this workshop organized?
   - Very well organized 100%
   - Moderately well organized ____
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 98%
   - Partly accomplished 2%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ____ Why not? ____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 100%
   - Adequate ____
   - Not very effective ____

6. What was the best thing about this workshop?
   Thoroughness of presentation. Logical. Topic presented very clearly. Humor, variety. Discussing problems with pictures. The Freirian ideas. Presentation materials. Visuals.

7. In your opinion, how could this workshop have been improved?
   Use color visuals. More time.

8. Do you have any suggestions for future workshops or followup activities?

YOUR POSITION:
- A. TEACHER 6
- B. AIDE ____
- C. PARENT ____
- D. OTHER PROFESSIONAL ____
- E. PROJECT DIRECTOR ____
- F. OTHER ADMINISTRATOR ____
- G. OTHER 1

SCHOOL DISTRICT: ____

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Language Acquisition/Culture

LOCATION Brattleboro, Vermont

PRESENTER E. Don Bouchard DATE 10/27/93

1. How well was this workshop organized?
   - Very well organized 31
   - Moderately well organized 3
   - Poorly organized ___

2. The objectives of this workshop were:
   - Clear 30
   - Unclear 1

3. The objectives of this workshop were:
   - Adequately accomplished 32
   - Partly accomplished 2
   - Not accomplished ___

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 32
   No 0 Why not? ___

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 32
   - Adequate 2
   - Not very effective ___

6. What was the best thing about this workshop?
   Put me at ease, Feel I am going to work with my LEP students better

7. In your opinion, how could this workshop have been improved?
   How about credit for this?

8. Do you have any suggestions for future workshops or followup activities?
   More "sheltered" English

YOUR POSITION:
- A. TEACHER 27
- B. AIDE 3
- C. PARENT ___
- D. OTHER PROFESSIONAL 3
- E. PROJECT DIRECTOR 1
- F. OTHER ADMINISTRATOR ___
- G. OTHER ___

SCHOOL DISTRICT: Brattleboro, VT

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP LEP and Transitional Students in Mainstream Classroom

LOCATION Dr. Ricci School (N. Prov.)

PRESENTER Jane Yedlin DATE 2-23-94

1. How well was this workshop organized?
   - Very well organized 100%
   - Moderately well organized ____
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 100%
   - Partly accomplished ____
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ____ Why not? ____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 100%
   - Adequate ____
   - Not very effective ____

6. What was the best thing about this workshop?
   Information presented in an interesting and inspiring way. Better understanding of LEP students. Using parental experience to transfer it into teaching experience. Clear and consise. Down to earth - concrete. Receiving ideas that can be used in class.

7. In your opinion, how could this workshop have been improved?
   More time. Great as is!

8. Do you have any suggestions for future workshops or followup activities?
   More classrooms ideas. Hands on for future use. More, more.

YOUR POSITION:
- A. TEACHER 9
- B. AIDE ____
- C. PARENT ____
- D. OTHER PROFESSIONAL 2
- E. PROJECT DIRECTOR ____
- F. OTHER ADMINISTRATOR 1
- G. OTHER ____

SCHOOL DISTRICT: North Providence

NEW ENGLAND MRC, 144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548
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A SELECTION OF MATERIALS DISSEMINATED UNDER TASK 6

PROGRAM ADMINISTRATION IN BILINGUAL EDUCATION

prepared for
Task 6

New England Multifunctional Resource Center
for Language and Culture in Education

Service Area: Maine, New Hampshire, Vermont,
Massachusetts, Connecticut, Rhode Island

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Director

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   - Supervisor checklists
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   - *"The Transformation of America's Public Schools"* by Dr. Peter Negroni, Superintendent Springfield Public Schools ,Springfield, MA
   - *"The Language of Assessment"* by Brian Smith, Superintendent Maine Indian Education, Calais, ME

4. **Conference Agendas and Selected Handouts**

   - Hands-on Strategies for Bilingual/LEP Program Directors: Effecting Educational Reform Through Collaboration Regional Title VII Directors' Meeting, October 26, 1993
   - Principals' Leadership Congress on Educating Language Minority Students, December 1, 1993
   - New England Superintendents' Leadership Academy for Teachers, March 29, 19944
   - New England Superintendents' Summer Institute, June 29, 1994
   - Inclusion: What Does It Really Mean For LEP Students? MRC Staff Development Institute, July 15, 1994

5. **Database and Selected Articles**

INTRODUCTION

The Brown University Education Alliance MRC-1 collects and disseminates information on Program Administration in Bilingual Education. This document reflects work on this topic by MRC staff during the 1993-94 contract year. The information gathered has been divided into five sections:

Administration Training Materials

This section provides an array of checklists developed to assist administrators in monitoring program components, highlights coursework for in-depth district level team training and provides samples of three district plans on how to improve programs for LEP children.

Writings by Members of the Superintendents' Leadership Council

This section provides insight into the work which Superintendents have done through the New England Superintendents' Leadership Council. Samples of the Innovator and articles by Superintendents show the high degree of commitment and involvement in LEP education which this group has achieved.

Conference Agendas and Selected Handouts

This section includes selected agendas and handouts from selected administrators' conferences held during the 1993-94 contract year.

Database and Selected Articles

This section contains both books and articles that deal with administration of bilingual and other language minority programs, as well as more general articles on administrative topics.

If you would like additional copies of this document or have specific questions regarding its content, please contact the New England MRC at (401) 274-9548.

DATABASE OF MATERIALS GATHERED UNDER TASK 6

Summer 1994

ADMINISTRATION OF PROGRAMS FOR LEP STUDENTS

As part of its activities under Task 6 (Collect and disseminate information in a designated area of Bilingual Education) the New England MRC reviews periodicals and other published materials for articles of particular interest to bilingual program administrators, as well as to superintendents, principals, and other educational administrators responsible for language minority students.

The 144 entries in the Database are currently divided into 8 subtopics. Within each subtopic articles are listed alphabetically by author. Asterisks indicate new entries for the summer 1994 mailing. Entries marked with • have been copied and are included at the end of this document.

Subtopics.

•Assessment

•Community Relations

•Family Integrated Services

•Instructional Program

•Leadership

•Planning for Change

•Staff Development

•Supervision

•Research and Program Evaluation

Topic	Author	Title	Source
*Assessment	Darling-Hammond, Linda	*Performance-Based Assessment and Educational Equity*	Harvard Ed. Review, Vol.64 No. 1 1994
*Assessment	LaCelle-Peterson, Mark W./ Rivera Charlene	*Is It Real for All Kids? A Framework for Equitable* *Assessment Policies for English Lang. Learners*	Harvard Ed. Review, Vol. 64 No. 1 1994
*Assessment	Madaus, George F.	*A Technological and Historical Consideration of Equity Issues Associated with Proposals to Change the Nation's Testing Policy*	Harvard Ed. Review, Vol. 64 No. 1 1994
*Assessment	Marzano, R.J./Pickering, D./ McTighe, J.	*Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*	ASCD 1993
*Assessment	McDonald, J./ Barton, E./ Smith, S./Turner, D./ Finney, M.	*Graduation by Exhibition: Assessing Genuine Achievement*	ASCD 1993
*Assessment	McKeon, Denise	*When Meeting "Common" Standards is Uncommonly Difficult*	Educational Leadership May 1994
*Assessment	Pullin, Diana C.	*Learning to Work: The Impact of Curriculum and Assessment Standards on Educational Opprt.*	Harvard Ed. Review, Vol. 64 No. 1 1994
*Assessment	Sawyer, C. B./ Márquez, J.A.	*Discrimination Against LEP Students in Gifted and Talented Classes*	Journal of Educational Issues of Language Minority Students: v. 12, summer 1993
*Assessment	Smith, Brian J.	*The Language of Assessment*	Education Alliance in Press
Community Relations	Banks,J. A.	*Multicultural Education: For Freedom's Sake*	Educational Leadership: v.49,4 (12/91)
Community Relations	Berliner, D.C.	*Mythology and the American System of Education*	Phi Delta Kappan: (4/93)
Community Relations	Bowers, C.A./Flinders, D.	*Culturally Responsive Teaching and Supervision: A Handbook...*	NY: Teachers College Press, 1991
Community Relations	Bullard, S.	*Sorting Through the Multicultural Rhetoric*	Educational Leadership: v.49,4 (12/91)
•Community Relations	Davies, Don	*A More Distant Mirror: Progress Report on a Cross-National Project to Study Family-School-Community Partnerships*	Equity and Choice, Vol. X, No. 1, Fall 1993
*Community Relations	Delgado, Melvin	*The Need to Connect Natural and Formal Systems of Support in Puerto Rican Communities*	Equity and Choice, Vol. IX, No. Two, Winter 93
Community Relations	Hidalgo, Nitza M.	*Facing Racism in Education*	MA: Harvard Educational Review, 1990
*Community Relations	Howard, Roy E.	*Educational Policy and Practice: A Bureau of Indian Affairs School*	The Journal of Educational Issues of Language Minority Students, Volume 12, Summer 1993
*Community Relations	Ledell, M./ Arnsparger, A.	*How to Deal with Community Criticism of School Change*	ASCD 1993
*Community Relations	Lines, Patricia M.	*Reaching Out to All Parents: The Untold Success of Alum Rock*	Equity and Choice, Vol. X, No. Three, Spring 94

*Indicates New Entry Summer 1994
•Indicates Copy of Article Included in Following Selection

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Topic	Author	Title	Source
Community Relations	Lucas,T./Henze/Donato	*"Promoting the Success of Latino Language Minority Students"*	Harvard Educ. Review: v.60,3 (8/90)
*Community Relations	Moore, Linda R.	*"Re-defining, Re-inventing, and Re-establishing Community"*	Equity and Choice, Vol. IX, No. Two, Winter 93
Community Relations	Olsen	*"Crossing the Schoolhouse Border: Immigrant Student and the California Public Schools"*	California Tomorrow Policy Research Report 1988
Community Relations	O'Neil, J.	*"Schools a Battleground in Cultural Wars"*	ASCD Update: 33,7 (10/91)
•*Community Relations	Ooka Pang, Valerie	*"Universities as Good Neighbors for Ethnic Communities"*	Equity & Excellence in Education Volume 26, No. 1, April 1993
Community Relations	Ozturk, M.	*"Education for Cross-Cultural Communication"*	Educational Leadership: v.49,4 (12/91)
*Community Relations	Reyhner, J.	*"American Indian Language Policy and School Success"*	The Journal of Educational Issues of Language Minority Students, Volume 12, Summer 1993
Community Relations	Schmidt, P.	*"Language Minorities Seek Place in Desegregation Case"*	Education Week: (2/17/93)
Community Relations	Short, D.	*"Research on Cultural Diversity and Second Language Learning: A National Center for Educators"*	ERIC/CLL News Bulletin:15,1 (9/91)
Community Relations		*"Kids Who Speak Spanish: Schools that Help Them Learn"*	Harvard Education Letter: 7,6 (11/91)
Community Relations		*"NASBE Stakes Out Multicultural Education Goals"*	Education Daily: 24,195 (10/8/91)
Community Relations		*"The New World: A Special Issue on Multiculturalism"*	Boston Globe Magazine: 10/13/91
*Family Integrated Serv.	Alvarez/Hofstetter Donovan/Huie	"Patterns of Communication in a Racial/Ethnic Context The Case of an Urban Public High School"	Urban Education Vol. 29 No. 2 July 1994
*Family Integrated Serv.	Ames, Carole	"How School-to-Home Communications Influence Parent Beliefs and Perceptions"	Equity and Choice, Vol. IX, No. Three Spring 1993
*Family Integrated Serv.	Carter, J. Langford	"Moving from Principles to Practice: Implementing a Family-Focused Approach in Schools and Community Services"	Equity and Choice Volume X, Number Three, Spring 1994
*Family Integrated Serv.	Clinchy, Evans	Finding Out What a School and Its Community Nee and Want"	Equity and Choice Volume X, Number Three, Spring 1994
*Family Integrated Serv.	Clinchy, Evans	"Buillding a Family-School Partnership at a Boston School"	Equity and Choice, Vol. X, No. Two, Winter 94
•*Family Integrated Serv.	Finders, M./Lewis, C.	"Why Some Parents Don't Come to School"	Educational Leadership May 1994
*Family Integrated Serv.	Fruchter/Galletta/LynneWhite	"New Directions in Parent Involvement"	Equity and Choice, Vol IX, No. Three,Spring 93

Topic	Author	Title	Source
*Family Integrated Serv.	Gardner, S.	*Training for the Future: Family Support and School-Linked Services*	Equity and Choice Volume X, Number Three, Spring 1994
*Family Integrated Serv.	Greenspan/Seeley/Niemeyer	*Principals Speak: The Need for Mental Health and Social Services*	Equity and Choice Volume X, Number Three, Spring 1994
*Family Integrated Serv.	Johnson, Vivian R.	*Parent Centers Send a Clear Message: Come Be a Partner in Educating Your Children*	Equity and Choice, Vol. X, No. Two, Winter 94
*Family Integrated Serv.	Klass/Pettinelli/Wilson	*Home Visiting: Building a Bridge Between Home and School*	Equity and Choice, Vol. X, No. One, Fall 1993
*Family Integrated Serv.	Thompson, Scott	*Launching a Family Center*	Equity and Choice, Vol. X, No. Two, Winter 94
*Family Integrated Serv.	Zetlin/Campbell/ Lujan M./Lujan R.	*Schools and Families Working Together for Children*	Equity and Choice Volume X, Number Three, Spring 1994
Instructional Program			
Instructional Program		*Resource Manual for Implementing Bilingual Education Programs*	Regional Educational Agencies Project on International Education
Instructional Program		*TESOL Resource Packet: Is Your School Helping its Language Minority Students?*	TESOL
Instructional Program		*TESOL Statement on the Education of K-12 Language Minorities in the United States*	TESOL
*Instructional Program	Allington, R.L./ Broikou, K.A.	*Development of Shared Knowledge: A New Role for Classroom and Specialist Teachers*	The Reading Teacher, 4/93
*Instructional Program	Avalos Heath, I.	*Foreign Language Immersion Programs: Reforms that Consider a Global Perspective for a Changing World Economy*	The Journal of Educational Issues of Language Minority Students, Volume 12, Summer 1993
Instructional Program	De George, G. (ed.)	*Bilingual Program Management: A Problem Solving Approach*	EDAC, Cambridge, MA, 1985
Instructional Program	De George, G.	*Improving Bilingual Program Management*	EDAC, Cambridge, MA, 1981
*Instructional Program	Drake, S.	*Planning Integrated Curriculum: The Call to Adventure*	ASCD 1993
*Instructional Program	Fradd, S. H.	*Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs*	NABE News, 9/15/93
Instructional Program	Halsell Miranda, A./Scott/ Forsythe/Spratley/Conrad McKeon,D./Malarz,L.	*The Implementation of a Comprehensive Multicultural Program*	Journal of Staff Dev.: v. 13,2 (1992)
*Instructional Program	Handscombe, Jean	*Lessons from the Younger Set*	The Canadian Modern Language Review, v. 50, n.1, October 19933
*Instructional Program	Hernandez von Hoff, G.A.	*Principals' Perception of Their Preparation for Administering Educational Programs for Limited English Proficient (LEP) Students*	The Journal of Educational Issues for Language Minority Students, Volume 11, Winter 1992

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Topic	Author	Title	Source
*Instructional Program	Howe, Christopher K.	"Improving the Achievement of Hispanic Students"	Educational Leadership May 1994
Instructional Program	Hudelson, Sara, Ed.	"English as a Second Language Curriculum Resource Handbook"	Kraus International Publications 1993
*Instructional Program	Johns, Kenneth M.	"Mainstreaming Language Minority Students Through Cooperative Grouping"	The Journal of Educational Issues of Language Minority Students Vol. 11, Fall 1992
*Instructional Program	Marzano, R.J.	"A Different Kind of Classroom: Teaching with Dimensions of Learning"	ASCD 1992
*Instructional Program	Means, B./Chelemer, C./ Knapp, M.	"Teaching Advanced Skills to At-Risk Students: Views from Reasearch and Practice"	Jossey-Bass, Inc. 1993
Instructional Program	Olsen, Laurie	"Bridges: Promising Programs for the Education of Immigrant Children"	California Tomorrow Immigrant Students Project 1989
Instructional Program	Slavin, R./Karweit, N./ Madden, N.	"School Based Management: What Bilingual and ESL Program Directors Should Know Effective Programs for Students at Risk"	NCBE Prog.Info.Guide Series #5 (1991) Language Arts: v.66,4 (4-89)
Instructional Program	Stainback, S.	"Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students"	Center for Research on Elementary and Middle Schools, Johns Hopkins U. 1989 Paul H.Brookes Publishing Co., Baltimore, 1992
Instructional Program	Valverde, L.A.	"From Tracking to Untracking in the Middle Grades"	Equity and Choice, Vol. IX, No. Two, Winter 93
*Instructional Program	Wheelock, Anne	"Teaching Language-Minority Students Role of Native-Language Instruction is Debated"	ASCD Vol. 36, No. 5, June 1994
*Instructional Program	Willis, Scott	"Supervision of Instruction in Bilingual How to Respond to Your Culturally Diverse Student Population"	From: Bilingual Education for Latinos, Washington, DC: ASCD, 1978 ASCD 1993
Leadership	Asayesh, G.	"Cultivating Educational Leadership"	Journal of Staff Dev.: v.14,1 (1993)
Leadership	Bolman, L.G. /Deal, T.E.	"Reframing School Leadership"	NCEL 1991
*Leadership	Fredericks, Janet	"Ongoing Principal Development The Route to Restructuring Urban Schools"	Education and Urban Society/Nov. 1992
Leadership	Hatch, E.	"A Guide to Developing Educational Leadership"	MA: Educational Development Center -1979
*Leadership	Hudson, Mildred J.	"Women and Minorities in School Administration Re-examining the Role of Informal Job Contact Systems"	Urban Education Vol 28, No. 4, January 1994
Leadership	Leithwood, K.A.	"The Move Toward Transformational Leadership"	Educational Leadership: v.49,5 (2/92)
Leadership	Mitchell, D.E./Tucker, S.	"Leadership as a Way of Thinking"	Harvard Educ. Review: v.61,4 (11/91)
Leadership	Patterson, J.L.	Leadership for Tomorrow's Schools	ASCD 1993

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Topic	Author	Title	Source
Leadership	Sergiovanni, T.J.	"Moral Leadership: Getting to the Heart of School Improvement"	CA: Jossey-Bass 1992
Planning for Change		"Strategies for Success: What's Working in Education Today"	Cambridge,MA: Harvard Ed. Review,1990
Planning for Change	Asayesh, G.	"Long-Range Planning for Individual and Organization Development"	Journal of Staff Dev.: 14,2 (1993)
Planning for Change	Barth, R.	"Improving Schools from Within: Teachers, Parents, and Principals Can Make a Difference"	CA: Jossey-Bass, 1992
Planning for Change	Barth, R.	"A Personal Vision of a Good School"	Phi Delta Kappan, (3/1990)
Planning for Change	Brittain, J.C.	"Educational and Racial Equity Toward the Twenty-First Century-- A Case Experiment in Connecticut"	Race in America: The Struggle for Equality, Eds. Hill/Jones, U.of Wisconson Press, 1993
Planning for Change	Carlin, P. M.	"The Principal's Role in Urban School Reform"	Education and Urban Society (11/92)
•"Planning for Change	Collins, H. Thomas	"International Education for Tomorrow's Citizens"	The School Administrator August 1993
•"Planning for Change	Donahoe, T.	"Finding the Way: Structure, Time, and Culture in School Improvement"	Phi Delta Kappan (12/93)
Planning for Change	Ellis,S.S.	"'Let's Do Something Significant and Make it Happen': An Interview with Michael O'Kane"	Journal of Staff Dev.: V.14,3 (1993)
Planning for Change	Ellis, S.S.	"Systemic Change in an Elementary School"	Journal of Staff Dev.: v. 13,4 (1992)
Planning for Change	Elmore, Richard F.	"Restructuring Schools: The Next Generation of Educational Reform"	CA: Jossey-Bass, 1991
Planning for Change	Fredericks, J.	"Ongoing Principal Development: The Route to Restructuring Urban Schools"	Education and Urban Society (11/92)
Planning for Change	Fullan, M.	"Innovation, Reform and Restructuring Strategies"	Challenges and Achievements in American Education: ASCD (1993)
"Planning for Change	García, H.S.	"Shifting the Paradigms of Education and Language "Policy: Implications for Language Minority Children"	The Journal of Educational Issues of Language Minority Students, Volume 12, Summer 1993
Planning for Change	Gitlin, A.D.	"Educative Research: Voice and School Change"	Harvard Educ. Review: v.60,4 (11/90)
Planning for Change	Glickman, C.D. (ed.)	"Supervision in Transition"	Alexandria, VA: ASCD, 1992
•"Planning for Change	Griego Jones, T.	"The Connection Between Urban School Reform and Urban School Populations: How Are Urban School Reform Efforts Addressing the Needs of Language Minority Students?"	The Journal of Educational Issues of Language Minority Students, Volume 12, Summer 1993
"Planning for Change	King K./ Weiser Ramirez, E.	School Finance: Many Questions, Elusive Solutions	Equity and Choice, Vol. X, No. Three, Spring 94
Planning for Change	Mendez, G.	"Promoting Change in Programs for Limited English Proficient Students"	Journal of Staff Dev.: v. 9,2 (1988)

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Staff Development	Brown, B.B.	*"Designing Staff/ Curriculum Development Content for Cultural Diversity: The Staff Developer's Role"*	Journal of Staff Dev.: v. 13,2 (1992)
Staff Development	Garmston, R.	*"Staff Developers as Social Architects"*	Educational Leadership: v.49,3 (11/91)
*Staff Development	Garmstrom, R./Wellman, B.	*"How to Make Presentations that Teach and Transform"*	ASCD 1992
Staff Development	Heitmuller, P./Leuzinger/ McAfee/Smith/Pajak	*"Dimensions of Professional Growth for Educational Leaders"*	Journal of Staff Dev.: v.14,1 (1993)
Staff Development	Hernandez von Hoff, A.	*"Principals' Perception of Their Preparation for Administering Educational Programs for Limited English Proficient (LEP) Students"*	Journal of Educational Issues of Language Minority Students: v. 11 (1992)
Staff Development	Hirsh, S./Ponder, G.	*"New Plots, New Heroes in Staff Development"*	Educational Leadership: v.49,3 (11/91)
Staff Development	Joyce, B.	*"Changing School Culture Through Staff Development"*	ASCD 1990
Staff Development	Joyce, B. /Showers, B.	*"Student Achievement Through Staff Development"*	Longman Group Ltd., NY 1989
Staff Development	Katz, Malcolm	*"The Staff Development Needs of Superintendents and Principals"*	Journal of Staff Dev.: 11,4 (1990)
•*Staff Devlopment	Kuhlman, N.A./Vidal, J.	*"Meeting the Needs of LEP Students Through New Teacher Training: The Case in California"*	Journal of Educational Issues of Language Minority Students: v. 12, summer 1993
Staff Development	Lyman, L./Foyle, H.C.	*"Cooperative Grouping for Interactive Learning: Students,Teachers, & Admin."*	Washington DC, NEA: (1990)
*Staff Development	Miranda, Antoinette H./Scott	*"Preparing Classroom Teachers for the Future: The Development, Implementation and Follow-up of a Multicultural Education Course"*	Journal of Staff Dev. Summer 1994 Vol 15 No3
Staff Development	Murphy, C.	*"Changing Organizational Culture Through Administrator Study Groups"*	The Developer, NSDC (10/1991)
*Staff Development	Polites, Gloria R.	*"Developing a Multicultural Mind-Set"*	Equity and Choice, Vol. IX, No. Two, Winter 93
Staff Development	Sarabun, C.A.	*"A Principal's Role in Supporting Teachers As Staff Developers"*	Journal of Staff Dev.: v.8,1 (1987)
Staff Development	Schmuck, P.A.	*"Educating the New Generation of Superintendents"*	Educational Leadership: v.49,5 (2/92)
Staff Development	Schroff, M.E./Bailey, G.D.	*"Principals' Views of Staff Development"*	Journal of Staff Dev.: 12,4 (1991)
Staff Development	Seller, W.	*"New Images for the Principal's Role in Professional Development"*	Journal of Staff Dev.: v.14,1 (1993)
Staff Development	Sparks, D.	*"The Professional Development of Principals: A Conversation with Roland S. Barth"*	Journal of Staff Dev.: v.14,1 (1993)

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Topic	Author	Title	Sour
*Planning for Change	Minorini, Paul	*Recent Developments in School Finance Equity and Educational Adequacy Cases*	ERS Spectrum,
•*Planning for Change	Miramontes, O. B.	*ESL Policies and School Restructuring: Risks and Opportunities for Language Minority Students*	The Journal of Educationa Minority Students, Volum
Planning for Change	Murphy, C.	*Three District Perspectives of Long-Range Planning*	Journal of Staff De
Planning for Change	Middleton, S.	*Equity, Equality, and Biculturalism in the Restructuring of New Zealand Schools*	Harvard Educ. Revie
Planning for Change	Negroni, P.J.	*The Transformation of America's Public Schools*	Unpublished Speech: N Conference
Planning for Change	Roehmer, M. G.	*What We Talk About When We Talk About School Reform*	Educational Leadersh
Planning for Change	Sagor, R.D.	*Three Principals Who Make a Difference*	Educational Leadersh
Planning for Change	Schmidt, P.	*Superintendents' Consortium Dedicates Itself to Improving Education of L.E.P. Students*	Education Week: v.1
*Planning for Change	Sergiovanni, T.	*Building Community in Schools*	Jossey-Bass, In
•*Planning for Change	Sklarz, David P.	*Turning the Promise of Multicultural Education into Practice*	The School Administr
*Planning for Change	Watts, G.D./Castle, S.	*The Time Dilemma in School Restructuring*	Phi Delta Kappa
Planning for Change	Wehlage, G./Rutter/Smith /Lesko/ Fernandez	*Reducing the Risk: Schools as Communities of Support*	Education Policy Persp Falmer Press
*Planning for Change	Weiss, C.H.	*Shared Decision Making about What? A Comparison of Schools with and without Teacher Participation*	Teachers College Record,
Research & Prog. Eval.		*Bilingual Program Adminisration: A Resource Guide*	ASCD with COMSIS Mi
Research & Prog. Eval.	Bissell, J.S.	*Program Impact Evaluations*	SWRL Ed.Researc
Research & Prog. Eval.	De George, G.	*Essential Elements of Bilingual Program Administration: Working Paper*	COMSIS MidAtlantic
Research & Prog. Eval.	Madaus, G.F./Tan	*The Growth of Assessment*	Challenges and Achievem Education: ASCD
Research & Prog. Eval.	Rodriguez-Brown, F.V.	*Do's and Don'ts of Bilingual Program Evaluation*	Nat'l Dissemination & As Los Angeles, CA
Staff Development		*Developing New Leaders for New Schools*	The Developer, NSD
•*Staff Development	Bean Barrett, Marilyn	*Preparation for Cultural Diversity: Experiential Strategies for Educators*	Equity & Excellence in Volume 26, No. 1, A

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Topic	Author	Title	Source
Staff Development	Sparks, D.	*"Staff Development for Diversity: An Interview with Carl Grant and Christine Sleeter"*	Journal of Staff Dev.: v. 13,2 (1992)
Staff Development	Sparks, D.	*"Three Superintendents Speak Out on Planning and Their Role as Staff Developers A Conversation with Mary Negben, David Sousa, and Ray Williams"*	Journal of Staff Dev.: 14,2 (1993)
Staff Development	Tallerico, M.	*"The Professional Development of School Board Members"*	Journal of Staff Dev.: v.14,1 (1993)
"Staff Development	Wood, F.	*"How to Organize a School-Based Staff Development Program"*	ASCD 1993
Supervision	Bonstingl, J. J.	*"Schools of Quality: An Introduction to Total Quality Management in Education"*	ASCD 1992
Supervision	Bruce, J.	*"The Self-Renewing School"*	ASCD, 1993
Supervision	O'Neil, J.	*"Supervision Reappraised"*	ASCD: v. 35,6 (8/93)
Supervision	Owens, R.G.	*"Organizational Behavior in Education"*	Prentice-Hall. NJ , 1987
Supervision	Pajak, E.	*"Change and Continuity in Supervision and Leadership"*	Challenges and Achievements in American Education: ASCD (1993)

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

A Program of The Education Alliance at Brown University

Dr. Adeline Becker, Executive Director
Charlene Heintz, Director, MRC

A Consortium of:

Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

"INCLUSION"

What does it really mean for language minority students?

The term "inclusion," originated in the context of special education, has recently become part of the discourse of language minority education. As advocates for language minority students it behooves us to examine the concept of inclusion and to help educators develop structures and strategies for successful and authentic integration where children's right to understandable instruction is not sacrificed. The staff of the New England MRC is in the process of developing a position document, a draft of which appears below, to help our clients in New England make informed and responsible decisions.

In the LEP context.....

Inclusion means a **school policy** that demonstrates a commitment to language minority students and to their specific educational needs.

Inclusion ensures **meaningful access** to active participation in all programs and services.

Inclusion recognizes that LEP students' languages and cultures constitute **rich cultural and linguistic resources** for the school community.

Inclusion promotes intercultural growth and understanding, appreciation of diversity and cognitive and linguistic enrichment.

Inclusion does not subordinate **the right to understandable instruction** or the goal of **academic achievement** to social integration.

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Inclusion does not **supplant or preclude bilingual education and/or ESL** programs or ESL instruction or methodology.

Full ***inclusion*** may **not be appropriate for all students** particularly, new arrivals.

Inclusion does **not preclude homogeneous grouping of** some students for appropriate and meaningful **specialized instruction**.

Inclusion **does not preclude the use of native language(s)** or alternative approaches to assessment.

Inclusion requires **professionals trained and certified to** meet the specific needs of language minority students.

Inclusion requires respect and validation of diverse teaching skills and perspectives that lead to **equal partnerships among professionals** for the benefit of students.

Inclusion encourages hiring practices that seek qualified **personnel representing the diverse student population.**

Inclusion requires ongoing **staff development** that taps the diverse skills and perspectives of school professionals.

Inclusion requires professionals who view themselves as learners and schools as **communities of learners.**

Inclusion invites **family and community involvement** in all aspects of children's schooling.

Inclusion means that **decision making is a shared process** involving students, parents, and staff trained to represent the interests of language minority students.

INCLUSION CLASSROOM OBSERVATION CHECKLIST
SUPERVISOR'S VERSION

	Classroom Practice	uses consistently when appropriate to content	should use more often	recommendation for support and training
1.	The teacher **modifies classroom and instructional management practices** to meet the learning needs of all students with...			
1.1	articulated lesson objectives and performance expectations or standards			
1.2	peer pairs or small groups			
1.3	modified assessment practices			
1.4	computer assisted learning			
1.5	teaching assistant			
2.	The teacher uses **appropriate instructional practices** so that ELL** students participate in learning activities by...			
2.1	*assuring comprehension* with:			
2.1.1	home language			
2.1.2	visuals/hands-on			
2.1.3	demonstrations			
2.1.4	easy read texts			
2.1.5	peer tutors			
2.1.6	graphic organizers			
2.1.7	lesson outlines			
2.1.8	"sheltered" English			
2.1.9	discourse markers			
2.1.10	wait time			
2.2	*providing opportunities for communication* with:			
2.2.1	teacher-student conferences			
2.2.2	student interviews			
2.2.3	information gathering			

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THE NEW ENGLAND SUPERINTENDENTS' LEADERSHIP COUNCIL

During the funding year 1993-1994, the New England MRC at Brown University continued to support the innovative *New England Superintendents' Leadership Council, A Consortium for Educating Language Minority Students*. The *Council* was originally organized during the 1986-1989 funding cycle through a collaboration of the New England MRC and the six LEP Coordinators at the New England State Departments of Education. The *Council* was designed (1) to develop the knowledge of regional superintendents about current issues and practices for providing appropriate educational services for language minority students enrolled in their districts, and (2) to encourage and support capacity building for meeting the educational needs of LEP enrollments in the schools of Council members.

There are three especially unique characteristics of this service provided to regional educational administrative personnel. *First*, the target superintendents are provided consultation and training by the New England MRC staff as they act as agents of change in their school districts. The New England MRC staff provide resources and direct technical assistance to those Council members requesting it. *Second*, the MRC staff support educational leadership by superintendents regarding LEP issues. The MRC encourages the participating superintendents to present to other superintendents at regional and national conferences about the changes they are making at the local level to improve educational service to language minority students and to describe the efforts of the Council to make positive educational change in the region for LEP students. *Third*, this training and technical assistance approach has emphasized change through collaboration among IHEs, SEAs, individual superintendents, and the *Superintendents' Leadership Council.*

The singular capabilities of the New England MRC allow staff members to coach individual superintendents as they prepare and practice for presentations, to support

training activities for superintendents, and respond to requests for resources by *Council* members.

Accomplishments

The New England MRC has assisted in the development and convening of the activities of the *New England Superintendents' Leadership Council,* fostered the collaboration among regional IHEs, and SEAs, individual superintendents, and the *Council* and, identified a wide range of resources for Council members.

(1) Annual Regional Institute

The New England MRC continues to convene the annual Superintendent's Institute in Newport, RI. in collaboration with the regional SEAs and the Council. In collaboration with the Council's Advisory Board, MRC staff assisted in identifying focus issues and presenters, as well as organizing the format of the Sixth Institute, which took place on June 29, 30 and July 1, 1994.

Over 100 regional superintendents attended the Institute along with regional state department of education commissioners and coordinators, several MRC directors, superintendents from other parts of the United States, students, and representatives of the U.S. Department of Education.

The Institute explored the issue of Reform and Equity for LEP students. Focus groups facilitated by regional Commissioners of Education and Council Advisory Board members were organized around this issue as it relates to professional development, outcomes based education, and inclusion instruction.

This year's Institute continued activities introduced last year:

- Twenty-one new participants attended a special orientation workshop provided by Advisory Board member Henry LaBranche, (Superintendent of Schools in Salem, NH) and MRC staff members

- Superintendents from other regions of the United States attended to learn how to establish a Leadership Council in their region or state. Superintendents from Arizona, California, Colorado, Florida, Illinois, Kansas, New Jersey, New York, Oklahoma, Oregon, South Dakota, and Washington attended the Institute with representatives of the MRC in Service Areas #'s 3, 4, 5, 6, 7, 10, 11 and 14.

•A Panel of students from Connecticut, Maine, Massachusetts, Rhode Island, and Vermont described their schooling experiences as bilingual students.

The evaluations from attendees were excellent as were the numerous positive suggestions by attendees about the content of next year's Institute.

(2) Four Yearly Advisory Board Meetings

The New England Superintendents' Leadership Council is governed by a Board of Directors. As of June, 1994 the following superintendents were board members:

James Connelly, Superintendent, Bridgeport, Connecticut (Co-Chair)
Mary Lou McGrath, Superintendent, Cambridge, Massachusetts (Co-Chair)
David Heimbecker, Superintendent, North Providence, Rhode Island
Henry LaBranche, Superintendent, Salem, New Hampshire
Raymond McNulty, Superintendent, Brattleboro, Vermont
Peter Negroni, Superintendent, Springfield, Massachusetts
Roger Spugnardi, Superintendent, Biddeford, Maine

The New England MRC assisted board members in organizing and convening the four yearly Advisory Board Meetings.

The Fall meeting of the Advisory Board took place on October 15 and 16, 1993 in Nantucket, MA. Reviewing the year's activities and accomplishments, planning state-affiliate meetings, initial planning for the June 1994 Institute and evaluating a pilot activity, the Superintendents' Teacher Academy, were the main agenda items. Ana Maria Garcia, OBEMLA Project Officer for MRC #1 attended this meeting.

The Winter meeting of the Advisory Board took place on January 21, 1994 in Boston, Massachusetts. This meeting explored 1)strategies for assisting other regions of the U. S. in establishing Superintendent Councils which focus on English Language Learners' needs 2)the format and application process for the Teacher Academy, and 3)further planning for the June, 1994 Institute.

Again, Boston, Massachusetts was the venue for the Spring meeting of the Advisory Board which took place on May 13, 1994. The Board members developed plans for the 1994-1995 Academy activities. The main focus of the meeting was the final planning for the June Institute.

Upon conclusion of the Institute on July 1st, the Council's Advisory Board had its final meeting of this funding year to debrief about the Institute and plan the agenda for the October Board Meeting, which will take place in Hyannis, Massachusetts. The Advisory Board discussed its growing relationship with the Desegregation Assistance Center (at Brown University); established new criteria for the Leadership Award; and continued the discussion from the January and May meetings about strategies for "exporting" the Council model to other regions of the United States. The Board also elected three new members (Raymond McNulty, Superintendent of Brattleboro, VT, David Heimbecker, Superintendent of North Providence, RI, and Roger Spugnardi, Superintendent of Biddeford, ME) to replace three members who were retiring from the superintendency in their districts. Mary Lou McGrath, Superintendent in Cambridge, was elected as the new Chairman of the Board.

(3) Newsletter

The Innovator is a quarterly newsletter produced by the *New England Superintendents' Leadership Council* with the assistance of the New England MRC. It is edited and disseminated by the Council, with the collaborative support of the MRC, regional SEAs, and several regional superintendents' organizations. The newsletter contains articles written by Council members and information highlighting Council activities. Each issue emphasizes a topic of concern to superintendents who are initiating positive change in program design and instruction for LEP enrollments. MRC staff, with resources from NCBE, work with superintendent authors in collecting resources for their articles. This past year, *The Innovator* authors addressed such issues as: Title VII Projects in New England, Changing Regional Demographics, Teacher Preparation, Update on ESEA Reauthorization and the Impact on LEP Populations, Video Projects in New Hampshire Programs, and Impact of Standardized Testing on Language Minority Children. Regular features of the newsletter are columns on "Promising Practices,"

(which are reports from the field by Council members), "Activity Up-Date" and "Noteworthy" bullets of information.

(4) On-site Assistance

The close relationship between the MRC and Council members has led to an expansion of consulting and training services to regional LEAs. At the request of Council members, MRC staff have provided workshops and technical assistance to both administrators (e.g., assistance superintendents, program directors, principals, department heads) and teachers about current programmatic, instructional and assessment practices for LEP enrollments. Consequently, during this past funding year, MRC staff led workshops and provided technical assistance in numerous rural low-incidence school districts in Vermont, New Hampshire, Maine, Massachusetts and Connecticut which were not interested in MRC service in the past.

Again, regional superintendents who have received support from New England MRC have requested MRC staff to present at state-affiliate Council meetings. This past year MRC staff presented an all-day workshop on low-incidence instructional options for Council members in Massachusetts; program requirements in Vermont; developing action plans in New Hampshire; sheltered instruction in Massachusetts; and supervision of ESL and Bilingual teachers in Rhode Island.

(5) Council Membership Expansion

The staff of the New England MRC has continued to assist the *New England Superintendents' Leadership Council* and its Advisory Board identifying and recruiting new members for the *Council*. The MRC has facilitated the Advisory Board's efforts to develop information packets about the Council and distribute them at various MRC activities as well as conferences and seminars in the region.

The MRC staff continued to support the Advisory Board in identifying prospective Council members with the assistance of the regional SEA representatives.

During FY 1993-1994, the Council continued to focus on superintendents with first-time LEP enrollments and emerging population enrollments in suburban and urban settings.

(6) State Affiliates Meetings

During FY 93-94, the state affiliates of the New England Superintendents' Leadership Council held at least two meetings, and some states held four and five meetings. State affiliates meetings are convened by the Board member for that state with the assistance of the MRC and the respective SEA coordinator. Meetings focus on state or local issues of concern to participants, such as state credentials for bilingual and ESL teachers, identifying social service resources for emerging populations, late-exit program designs, Newcomer schools, state funding for low-incidence LEP enrollments, service delivery through collaborations, supervising mainstream teachers with LEP enrollments, LEP students with low-literacy and minimal schooling in the home language, and LEP enrollments with strong social English skills but low proficiency in academic English. Meetings always include needs assessment and evaluation activities. MRC staff attend all state-affiliate meetings.

The MRC continues to support state affiliate members in their ongoing attempts to initiate dialogue among the Commissioners of Education (at the six regional state departments of education) about LEP issues, impact of immigration on LEA resources and funding for low-incidence programs for LEP enrollments.

(7) Dissemination and Regional-National Presentations about the Council

Besides assisting the Advisory Board in distributing information packets about the *Council*, during FY 1993-1994, MRC staff members supported educational leadership by Council members by assisting participating superintendents in presenting to other superintendents at regional and national conferences.

A Council member and two members of MRC #1 presented at the National Association of Bilingual Education in February, 1994. James Connelly, (Bridgeport,

CT), a member of the Council's Advisory Board, was the keynote speaker for a group of superintendents from the Mid-Atlantic states who are in the process of developing a Council. This conference was convened by MRC #3. MRC #6 convened a planning meeting for superintendents in Wisconsin where a Board member presented about the Council's activities with a member of the MRC staff.

In the region, Council members presented to their colleagues at state superintendents' organizations meetings information about the Council:

•Board member Henry LaBranche (Salem, NH) presented to New Hampshire superintendents at the annual commissioner's meeting with superintendents in October 1993.

•Peter Negroni (Springfield, MA) presented to Massachusetts State Boards Association members in November 1993.

•Mary Lou McGrath (Cambridge, MA) presented to the Massachusetts Association of School Superintendents' steering committee in January 1993.

•Edward J. Maher (Bristol, CT) presented the goals of the Council as Chair of the Connecticut Association of Urban Superintendents in October 1993.

•Tom Edwards (Portland) presented several times at Maine State Department of Education budget meetings about funding for LEP enrollments in both rural and urban districts. He has coordinated several of his colleagues on the Council to attend and testify at these meetings. In FY 83-84, Superintendent Edwards was appointed to the State Funding Board.

Other MRCs continued to request information about the Council during the funding year. The Council invited all MRC directors and selected superintendents in their regions to attend the June Institute.

Board members have continued to act as resources to the offices of U. S. Senators Claiborne Pell (Rhode Island) and George Mitchell (Maine). The Board has, also, acted as an information resource to the Office of Representative Jack Reed, on the ESEA Reauthorization. Representative Reed reciprocated by presenting an update on the ESEA Reauthorization at this year's Institute in Newport .

Advisory Board member, Henry LaBranche (Salem, NH), wrote several articles about the Council for the New Hampshire Administrators' Newsletter and the Resource

Center Newsletter, which is published by the New Hampshire Bilingual/ESL Resource Center, a Title VII-funded organization.

(8) Networking Amongst Council Members

The New England Multifunctional Resource Center continued to facilitate networking amongst *Council* members with similar needs and identified for other members those superintendents who are currently making programmatic changes similar to theirs. Usually the networking takes place at state-affiliate meetings. In Vermont, the superintendents of Burlington and Brattleboro provided technical assistance to the superintendent of Morrisville, Colchester, Milton and Hinsdale about serving low-incidence enrollments. In Maine, the Portland Superintendent provided staff members from his district to several low-incidence districts to assist them in writing Title VII grants. In Massachusetts, Maine and New Hampshire, the Council newsletter is distributed with the newsletters of the state associations of school superintendents.

(9) On-going Identification of Needs

The staff of the New England MRC continued to facilitate the collection of information about the programmatic needs of *Council* members by

•helping Board Members identify needs information at each state-affiliate meeting of the *Council.*

•conferencing continuously with regional SEA and IHE representatives concerning the needs of districts and individual *Council* members.

•conducting a needs assessment activity at the end of the June (1994) Institute.

The needs information is always reviewed with Council Advisory Board members before planning state-affiliate and Institute activities.

(10) Mini-Clearinghouse Activities: Identification and Sharing of Resources

During the FY 93-94, MRC staff continued to assist the Council in identifying and disseminating information about resources to assist participants in meeting the programmatic and academic needs of linguistic minority students.

The MRC cooperated with the Advisory Board in developing packets of information about changing demographics in the region, integrated programs for LEP enrollments, the impact of outcomes based education on ESL and bilingual instruction, and current staff-development practices. Also, during state-affiliate meetings and at the June Institute, brochures and publication announcements from NCBE were shared with all participants.

(11) Title VII Project CARES

The staff of the New England MRC worked very closely with Project CARES, also situated at Brown University. Project CARES (Cooperative Approaches to Responsive Education for Superintendents) was a Title VII short term training grant which provided training activities to New England superintendents with LEP enrollments. This past year, in collaboration with the EAC-East, the MRC continued to assist the Project CARES staff in developing a case-study evaluation activity for determining the effect of Project CARES on the districts of selected superintendents receiving training support from the Project.

The New England MRC collaborated with Project CARES and EAC-East, in convening data collection sessions for superintendents and data collectors from their districts, and to plan the writing of an ethnographic and case-study based summative evaluation. Bridgeport (Connecticut), Burlington (Vermont), and East Providence (Rhode Island), were represented with EAC at these.

(12) Superintendents' Teachers Academy

One of the major Council activities of FY 1992-1993 was the first annual New England Superintendents' Leadership Academy for Teachers which was held at Brown University. The New England MRC continued to support this innovative activity by assisting the Advisory Board of the Council in planning and implementing the "pilot" activities. These activities consisted in MRC staff members attending the Academy Team meetings in Bridgeport, CT; East Providence, RI; Fall River, MA; and Springfield;

MA. The MRC also convened a planning meeting and follow-up Academy Conference on March 20 and 30, 1994.

The Academy Follow-up Conference included presentations about change-agent skills, planning activities for future Academy events and reports of progress and problems in the districts represented at the Academy. Although members of the New England MRC joined the district Teams during the Academy Follow-up, Team leadership was assumed by the superintendent of each district.

A unique aspect of future Academy activities will be that the participants who attend the pilot cycle will participate in the planning and implementing of future Academy conferences and meetings. They will also act as providers of technical assistance to the new members of the Academy. New Academy members will be elected from the educational staff of schools in Brattleboro, VT; Cambridge, MA; Indian Township, ME; North Providence, RI; Salem, NH; and Windham, CT. The superintendent of these districts is a member of his/her district's team. Although members of the New England MRC joined the Task Teams, facilitating the activities, team leadership was assumed by the superintendent of each district.

The evaluations for the Academy by the participants were very high: 97% found the program excellent, 100% found the content useful, and 97% felt the Academy met their needs.

Brown University applied for, and was awarded, a Title VII short-term training grant to support the growth of the Academy's activities.

The rationale for the Academy:

1. The superintendents felt the need for a close working/problem-solving relationship between on-site staff and the superintendent.

1.1 This relationship will lead to a better understanding of issues by unconvinced or critical staff members.

1.2 The activity would develop change-agents or "informed leadership" for on-site change and better services for LEP enrollments.

1.3 It would lead to access by superintendents to misinformation and problems in delivering services to LEP students; and, to successes in district schools in meeting the needs of LEP students.

2. The Academy would provide an opportunity for superintendents to provide a rationale for service delivery for LEP enrollments directly to the service provider; and, to describe his/her goals and objectives of services for LEP students.

3. The event would provide an opportunity to candidly discuss local issues regarding LEP students and services.

4. In the long run, the Academy would have a positive impact on a district because superintendents will have a dialogue with principals so that the principals will include the change-agents in site-based management activities.

The Goals of the ACADEMY were to:

1. Assist participants in identifying the current issues and needs in educational programs for linguistic minorities

2. Identify selected successful strategies for dealing with LEP education issues

3. Provide a safe environment for candid and serious discussion of issues and concerns of Academy participants

4. Provide an opportunity for participants to develop a Team identity by practicing problem solving at the Academy

5. Provide an opportunity for Teams to develop action plans to make positive change for LEP enrollments in their school districts

6. Provide resources and training for change-agent skills which can be used in the participants' schools to make positive change for LEP enrollments

7. Facilitate the implementation of the action plans by on-site Team meetings

8. Provide the opportunity for the participants to reconvene to discuss and document positive change for LEP enrollments in target districts

9. Provide the opportunity for networking amongst members of the Academy

In summary, the MRC Staff has played a critical role in providing technical assistance, training and resource identification to all aspects of the work being done with Superintendents involved in Institute and ACADEMY activities.

SUPERINTENDENTS' LEADERSHIP COUNCIL

ADVISORY BOARD:

James Connelly, Co-Chair
Bridgeport, CT

Mary Lou McGrath, Co-Chair
Cambridge, MA

Adeline Becker, Convener
Brown University
Providence, RI

David Heimbecker
North Providence, RI

Henry E. LaBranche
Salem, NH

Raymond McNulty
Brattleboro, VT

Peter Negroni
Springfield, MA

Roger A. Spugnardi
Biddeford, ME

New England Superintendents' Leadership Council

A Consortium for Educating Language Minority Students

The Education Alliance / Brown University
144 Wayland Avenue
Providence, RI 02906-4829
(401) 274-9548 FAX# (401) 421-7650

The New England Superintendents' Leadership Council

Introduction:

The New England Superintendents' Leadership Council: A Consortium for Educating Language Minority Students was created in 1989 following the first New England Superintendents' Summer Institute in Newport, RI. Sponsored by the New England Multifunctional Resource Center for Language and Culture in Education at Brown University (MRC), the Institute brought together superintendents from the six New England states to discuss: *Ways for Establishing Effective Schools for At-Risk LEP Students.* Superintendents were invited based on recommendations made by the regional State Education Agencies (SEAs). All participants represented local school districts with Limited English Proficient (LEP) enrollments. With an increased awareness of the issues concerning LEP students, the superintendents decided that a permanent association to address these issues was needed.

This determination to create a permanent organization was the impetus for the establishment of the Superintendents' Leadership Council, the first of its kind in the United States. The Council is governed by a rotating advisory group comprised of a minimum of one superintendent from each state and the Director of the New England MRC at Brown University. The six regional SEA representatives participate in an ex officio capacity.

In 1991, after three successful years as a permanent organization with a growing membership of more than 100 superintendents, the Leadership Council, through Brown University, received a grant from the US Office of Education for Project C.A.R.E.S: Cooperative Approaches to Responsive Education for Superintendents. **The Council continues to meet its regional goals while serving as a national model for bringing to the forefront the issues of educating language minority students who may be placed at risk.**

Council Objectives:

Leadership and advocacy, at local, regional, and national levels, in the presentation of issues concerning the education of language minority students.

Recruitment of new superintendents for participation in sponsored programs.

Organization of a superintendents' forum for the exchange of ideas about language minority schooling.

Training of superintendents in topics directly related to the instruction of LEP students.

Dissemination of information about successful practices for meeting the needs of LEP students.

Council Activities:

Superintendents' Summer Institute held annually in Newport, RI. The Institute is designed to inform both the new Council members and previous participants on ways to promote successful practices and increased advocacy in the education of LEP students.

Council Advisory Board Meetings held three times each year to plan future activities for individual state meetings and for the Summer Institute.

State Meetings of Superintendents and SEAs held at least twice each year. These meetings are discussion-workshops which complement the Summer Institute and serve the individual needs of each state.

Newsletter published quarterly. Each issue focuses on a topic of interest identified by the Superintendents' Advisory Board. "Promising Practices" and "Informational Updates" are highlighted in each publication.

Mini-clearinghouse for the dissemination of information on language minority issues, housed at the New England MRC at Brown University.

Presentations at meetings and conferences by Council members.

Co-Sponsored by:

Project CARES
Cooperative Approaches to Responsive Education
for Superintendents
Brown University

The New England Superintendents' Leadership Council

The New England Multifunctional
Resource Center for Language and Culture in
Education
Brown University

Bridgeport, Connecticut Public Schools
East Providence, Rhode Island Public Schools
Fall River, Massachusetts Public Schools
Springfield, Massachusetts Public Schools

For Information about :

The New England Superintendents'
Leadership Council
and
Project CARES

Contact:

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Follow-up

to
The First Annual
New England Superintendents'
Leadership Academy for Teachers
at
Brown University

School Teams as Change Agents

March 29 - March 30, 1994
Crystal Room, Alumnae Hall
Brown University

Tuesday, March 29

4:30 - 5:00	**Registration and Refreshments**
5:00 - 5:30	**Greetings and Introductions**
5:30 - 6:00	**Bob Parker, New England MRC & Project CARES, Brown University** *Review of Academy Goals & Last Years Activities* **Goals of the Academy Follow-Up**
6:00 - 7:00	**North Providence Team (Project PRAISE):** *Strategies for Successful Team Decision Making*
7:00 - 8:00	**Working Dinner** *Teams Review Last Year's Activities and Plan for the Current Year*
8:00 - 8:30	**Team Reports and Closure**

Wednesday, March 30

8:30 - 9:00	**Continental Breakfast**
9:00 - 9:30	**Bob Parker, New England MRC & Project CARES, Brown University** *Overview of the Characteristics of Successful Change Agents*
9:30 - 10:15	**Maria Pacheco, New England MRC & Project PRAISE, Brown University** Characteristics of Adult Learners
10:15 - 10:30	**Break**
10:30 - 12:30	**Fran Collignon, New England MRC & Project MAINSTREAM, Brown University** *Coaching as On-site Staff Development* *Interactive/Case Study Activity*
12:30 - 1:30	**Lunch**
1:30 - 2:30	**Team Activity:** *Facilitation as On-Site Staff Development and Technical Assistance Support*
2:30 - 3:30	**Planning and Closure:** (1) *Suggestions for Next Academy Cycle* (2) *Planning Participation by Team Members in the Next Academy Cycle* (3) *Support & Training for Teams* (4) *Review of Day's Goals*

THE INNOVATOR

A Publication of The New England Superintendents' Leadership Council and The New England MRC / Brown University

Volume 2, No. 3 Fall 1993

Changing Demographics and Teacher Preparation for the Future: A Rhode Island Perspective

by John DeGoes, Superintendent of Schools, East Providence, RI

One of the greatest challenges facing public education in the United States is designing effective programs for the rapidly changing school-age population. This student population is, more than ever, representing a wider variety of language and cultural backgrounds and abilities. Students are entering school at different grade levels and with varying degrees of English proficiency. They come with diverse educational, cultural, and linguistic experiences which impact upon their successful entry into a new school system.

Not only for ethical concerns, but from an economic standpoint, we must ensure that all children who enter our school systems receive an equitable and quality education. We need to do whatever is necessary to respond appropriately to our increasingly heterogeneous student population. Our nation's growing diversity is one of our greatest assets.

In order to effectively meet this challenge, colleges and universities must develop or refine the current teacher preparation and training programs to equip professionals with the necessary tools to successfully respond to the needs of language minority children from pre-kindergarten through grade twelve. Teacher preparation programs must not just provide the theoretical foundation, but must also show how to apply the theory to actual classroom practice. This means that institutions of higher education must work closely with local school districts with language minority student populations and provide student teachers with the opportunity to put into practice what they have learned. It is in the transferring of that theoretical knowledge base to actual practice that student teachers need the greatest amount of support. Ironically, this is precisely where we fail them. Because teachers are the key players in reforming our education system, preparing the best professionally trained staff to make a difference is critical in the early stages of their educational careers.

In Rhode Island, the Board of Regents for Elementary and Secondary Education, on November 14, 1991 adopted new regulations for English as a Second Language (ESL) teachers. Instead of allowing only elementary and secondary English certified teachers to be eligible for an ESL teaching endorsement after the successful completion of three courses, the new regulations allow early childhood, special education, secondary content-area, foreign language teachers and other specialists to become eligible for certain types of ESL endorsements. The coursework has also increased to include the following: Introduction to English Linguistics, Curriculum and Methods for ESL Programs, Second Language Assessment and Evaluation, Socio-Cultural Foundations of ESL Education, Second Language Literacy for LEP Learners, and Theories of First and Second Language Acquisition.*

In addition to coursework, those seeking an ESL endorsement to teach ESL versus

(continued on pg.3)

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Newport '93

The 5th Annual Superintendents' Summer Institute was held in Newport, RI on June 23-25. The Institute, which was co-sponsored by The New England Superintendents' Leadership Council, Project CARES (Brown University), The New England MRC and the six New England State Departments of Education, was attended by over one hundred superintendents from the region. In addition, New England Commissioners of Education, MRC Directors and superintendents from other parts of the country, and representatives from the US Department of Education participated.

The opening presentation on Wednesday evening was by Peter McWalters, Rhode Island Commissioner of Education, who spoke about "The State's Role in Integrating the LEP Agenda into Educational Reform Initiatives." On Thursday, then Acting Deputy Director of OBEMLA, Gilbert N. Garcia provided a national overview of educational reform and the LEP learner. Other presentations included:

- State Commissioners' forum discussing "The Impact of Restructuring on LEP Populations".
- Dr. Gordon Cawelti, Executive Director of The Alliance for Curriculum Reform speaking on "Equity, Diversity, and Models for Change"
- Massachusetts Attorney General Scott Harshbarger offering information on "Building Constructive Diversity in Communities"
- Numerous panels, focus groups, and working sessions in which members of the Superintendents' Council, along with their counterparts from outside the region, interacted with presenters and applied information to their own situations.

In two special pre-Institute sessions, new participants received an orientation, and out-of-region participants were briefed on strategies for establishing Superintendents' Councils in their own regions.

The evaluations of the Institute by attendees were excellent, as were the numerous suggestions for next year's Institute. Superintendents who have attended the Institute for several years cited significant changes in their districts since joining the Superintendents' Leadership Council.

Promising Practices

Record number of OBEMLA Projects in Maine

Three more federal grants under ESEA Title VII have been awarded to Maine school systems, bringing to eleven, the number of OBEMLA funded projects in the state this year. A first-ever project serving migrant Latino children in Maine received a transitional bilingual education grant for Project IMPACT for 66 children K-12. Eighty refugee pre-school children will benefit from two grants awarded to the Portland City Schools, one under the Special Populations Program, the other under the Special Alternative Instructional Program.

Currently funded continuation programs include bilingual education grants in Maine Indian Education (Passamaquoddy), and one in Maine's St. John Valley (French). There is one five-district consortium for an ESL summer school through South Portland and one four-district consortium for K-12 ESL through Kennebunk. Portland also has three other Projects.

Grants currently awarded to Maine approach $1,400,000.

Congratulations to our colleages in Maine!!!

Noteworthy

The New England Desegregation Assistance Center

The New England Desegregation Assistance Center for Equity in Education (the Equity Center), located at Brown University, is one of ten regional desegregation assistance centers funded nationally by the U.S. Department of Education. The Equity Center began operating at Brown University on July 1, 1993.

The overarching purpose of the Equity Center is to provide training and technical assistance to school districts throughout the six New England states in activities related to race, sex, and national origin desegregation, including efforts to ensure equity in the provision of educational programs and services.

The Equity Center's goals are to:

- ensure the highest level of academic achievement by all students regardless of race, sex, or national origin by assisting in the preparation, adoption and implementation of desegregation plans, and in the development of effective methods of addressing special education problems occasioned by desegregation
- support local capacity building efforts to ensure equity and quality education for minority students by establishing model "train the trainer" teams in targeted communities
- disseminate "state of the art" equity practices and problem resolution strategies through regional Equity Leadership Teams composed of school boards and superintendents
- encourage community participation in the resolution of equity issues
- promote partnerships between school and university staff to stimulate the introduction and testing of research based equity ideas in the classroom.

To achieve its goals, the Equity Center provides direct consultation and technical assistance, staff and community-based workshops, and regional seminars and conferences. Staff of The Equity Center work in cooperation with state departments of education.

The Equity Center is housed in the same building as The New England MRC at 144 Wayland Ave, Providence, RI 02906 (401-351-7577) (Fax-401-351-9594).
John Correiro is the Director of the Center, Dianne Curran is Assistant Director, and the Equity Coordinators are: Loel Greene, Graciela Hopkins, and Merlene Samuels.

*(**Teacher Preparation** continued from pg.1)*
those seeking an ESL endorsement to teach content-area subjects through an ESL approach, must complete a forty-five hour practicum in an ESL program. The new regulations also established an ESL Specialist certificate for servicing all grades.

While these new requirements are indicative of the need for more training in the field of second language acquisition,as superintendents, we must encourage all classroom teachers, specialists, guidance counselors, and administrators to participate in programs of study which include training on the nature of second language learning and cross-cultural issues. It is not only the improvement of instruction for limited English proficient students that is at issue, but more importantly, the very nature of the school environment where all children, regardless of their backgrounds, are welcomed, valued, and made to feel an integral part of the curriculum. By holding high expectations and providing the programs and services that will enable all children to achieve high academic standards, we will also be removing negative labels that inhibit student achievement. The true challenge can be met if all parties (higher education, state departments of education, New England MRC, New England Desegregation Assistance Center, New England Superintendents' Leadership Council and local school districts) begin to collaborate with the goal of maximizing resources and providing the best training opportunities for current and future educators.

*Not all these courses are required for all the different types of ESL endorsements.

COUNCIL ACTIVITY UP-DATE

June 23-25, 1993 -
Fifth Annual Superintendents' Summer Institute, Newport, RI
June 28-30, 1993 -
Bridgeport, CT - Academy Follow-up: Planning Retreat
July 19-21, 1993 -
Leadership Council presentation to Florida State Superintendents' Association, Sanibel Island, FL
September 17, 1993 -
Springfield, MA - Academy Follow-up: Release day for planning
October 15-17 -
Superintendents' Leadership Council Advisory Board Meeting. (Ana Maria Garcia of OBEMLA participates)
October 25, 1993 -
Rhode Island Superintendents state meeting, Warwick, RI
October 26, 1993 -
New England MRC Title VII Regional Workshop for LEP Directors, Sturbridge, MA
November 3-4, 1993 -
Superintendents' Leadership Council presentation to Minnesota State Superintendents' Association, Bloomington, MN
November 20, 1993 -
Participation by Council member at Community Forum held by the New Hampshire Advisory Committee to the US Commission on Civil Rights, Bedford, NH
December 3, 1993 -
Maine State Superintendents' Meeting, Portland, ME
December 13, 1993 -
Rhode Island State Superintendents' Meeting, Warwick, RI
December 16, 1993 -
New Hampshire State Superintendents' Meeting, Concord, NH

Looking Ahead

January 21, 1994 -
Superintendents' Leadership Council Advisory Board Meeting, Boston, MA

March 29-30, 1994 -
Second Superintendents' Leadership Academy for Teachers, Brown University, Providence, RI.

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This discussion is intended to remind readers that the educational issues of language minority pupils are complex indeed. It is crucial that readers consider the paradigms of cultural pluralism and multicultural/bilingual education at the outset of this discussion to acquire an essential foundation and historical context for the national struggle being carried out by advocates of language minority pupils and their multi-cultural identities. If the best educational interests of LEP children are to be served, well-informed testing and placement practices must be used used in today's schools. For it is essential that we investigate, and come to recognize, one of the most powerful tools responsible for disenfranchising LEP youngsters: culturally and linguistically biased tests! No instrument of the status quo more adversely impacts language minority children, either intentionally or inadvertently, than test bias when used as a medium of social engineering. There are those who will say that "...our intentions are good!" But the net result is the same: inappropriate testing discrimination is discrimination misused, no matter how it comes about.

It is a fact that America's school departments live at the mercy of the United States Immigration and Naturalization Service (INS) with respect to non-English speaking, and limited English proficient pupils entering the country. There is little or no coordination between the INS and the Federal Department of Education for assisting recent immigrant children in coping with life in the new (to them) culture, or in the English language; nor has Congress lived up to its responsibility for providing adequate funding for the appropriate transition of school-age children from a foreign language and culture to the level of fluent bilingualism required for developing a successful life in a new society. (Many experts believe that five to seven years of instructional experience are required for developing true fluent-bilingualism. The three years required by many state and federal agencies for acquiring English competency makes a mockery of this fact. *(Continued on page 2)*

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Neither, should we overlook the fact that the United States has many indigenous language-minority pupils in myriads of ethnic and cultural mosaics, not the least of which are the Native American children who are ill-served by biased tests designed to be used in the dominant non-Indian culture.

When these language minority children arrive at their neighborhood schools, more often than not they are given tests to determine their fluency in English. Too frequently, such children are improperly assessed for school placement, by school employees with little or no knowledge of the child's first language and culture of birth. Such placement assessments are often carried out with testing instruments biased in favor of English fluent pupils, and the resulting placements bear little resemblance to program schedules that might more properly occur if language-appropriate assessment and thoughtful guidance service were made part of the enrollment procedures. Also, since monies are scarce in many school districts for dealing with bilingual or limited English proficient (LEP) issues, all too frequently students are summarily dumped into the ranks of special education where funds can be more easily accessed.

What is biased testing? This author, in another work on testing bias (Smith, *A Study of Item Bias in the Maine Educaitonal Assessment Test*. Chestnut Hill, MA, 1993), indicates that "...bias is the presence of some characteristic of a test item that results in differential performance of two individuals or two groups, of equal ability, but from different subgroups." People who work with tests, must not confuse the concepts involved in the three terms: bias, discrimination, and fairness. Tests by definition discriminate on one basis or another. Without such discrimination, life in an information-rich society would be unimaginable. But as has been shown, tests can also be biased in that the criterion being tested may treat one subgroup differently from another. In this discussion, an appreciation of how tests can discriminate, coupled with reliable methods of looking for item bias, can raise the probability that a test is fair with respect to the purposes of that test, and to the uses of the information gained from giving the test in the first place. Otherwise, it is possible that such item bias could lead to a very different definition of discrimination,.a definition which could include unfortunate concepts such as bigotry, intolerance, prejudice, preference, judgment. Such use of testing must be recognized, analyzed, and adjustments made if testing equity is to be achieved. Concepts of social justice and fairness inexorably impact discussions like this,.moral philosophy notwithstanding. Realistic and necessary discrimination forming the basis of all manner of decision making, is and will continue to be, based on testing - unbiased testing - which must and should serve children in equitable ways.

Where should we go from here? Our discussion indicates, then, that there must be much dialogue in American educational circles around the cross-cultural concerns of bilingual/multicultural education and the rights of children from language minority populations. Surely non-biased cross-cultural assessment ought to be a topic uppermost in the minds of psychometricians as they strive to better serve their increasingly multicultural clientele.

This author has examined bias in testing as an impact area within the paradigms of cultural pluralism and multicultural/bilingual education as such bias might impact screening and placement tests. Given the compelling demographics in the United States today... the culturally pluralistic framework of our society... one would hope for high levels of cultural and linguistic sensitivity among experts developing tests appropriate for all America's pupils, not just the English speaking pupils.

Since upwards of forty states are now mandating accountability tests, and all states are finding it necessary to deal with LEP youngsters, and indeed, since the federal government is considering national educational accountability testing, it seems imperative that we explore the question of how the language minority status of many millions of students is impacted, performance-wise, on school accountability and placement instruments which have achieved such a high profile in the United States in such a relatively short historical time period: that is, since the publication of President Reagan's "A Nation at Risk" in 1982.

If placement tests are to be routinely used with LEP children, then school administrators must be made aware of the limits to predictability in tests designed for one language group and then used for placement purposes in other language groups. Also, educational testing experts (psychometricians) responsible for developing and carrying out testing in cross-cultural situations must be made aware that they have a moral obligation to be concerned about "...the broader concerns of social justice and the appropriateness of test use for groups affected by testing." *(Continued on page 3)*

With the self esteem of so many culturally diverse children at stake, along with the cultural and linguistic integrity of so many non-English speaking American families, such a discussion as this may contribute positively to the body of knowledge indicating that careful thought and planning need to be part of America's educational "evaluation and placement" process with respect to cross-cultural assessment.

Perhaps, through the foregoing analysis, the reader will have been convinced that the use of standardized placement tests for determining school programs for language-minority pupils is at best problematic, if not in many cases, downright inappropriate. People who care about schools working effectively for their pupil clients must work together to find better ways of serving limited English proficient children through appropriate testing.

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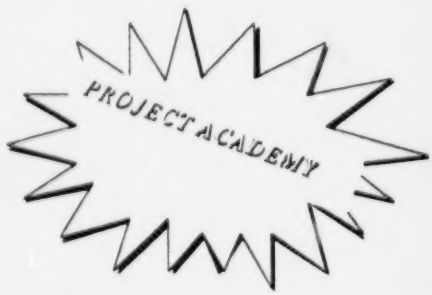

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V. EDUCATIONAL ENVIRONMENTAL CHANGES AND CURRENT ISSUES

EDUCATIONAL ENVIRONMENTAL CHANGES AND CURRENT ISSUES

As described above, New England, a region of intense immigration and impacted inner cities, is one of the most ethnically diverse regions in the country. Predictions of future regional demographic trends indicate that new populations of LEP students are expected from Southeast Asia, Central American, Haiti, Cape Verde, Puerto Rico, Russia, Colombia, the Dominican Republic, and Brazil. Additionally, hundreds of Liberian students have moved into the New England area. This population, although English is the language of instruction in school, arrive having had limited educational opportunities and speaking a heavily accented English. Many of these students are referred to ESL classes. Their needs are very different from other LEP students and LEAs are struggling to provide adequate programs for this new student population. Record numbers of LEAs in the region have become majority minority systems with respect to the number of LEP enrollments. MRC training efforts throughout the six states continue to respond to this ongoing influx of new populations by working closely with LEAs and SEAs to plan and implement training and technical assistance that will appropriately address these changing needs.

The New England MRC's service delivery plan is a reflection of its flexibility in scheduling, its philosophy of cooperative planning and its outreach efforts, exemplified by the numerous conference, symposia, institutes, training of trainers and courses offered by its staff.

While Title VII projects continue to receive priority attention, the MRC does not lose sight of the fast-growing LEP populations, which are most often found in state and locally funded programs. By redoubling its efforts to encourage LEAs to apply for Title VII funding so that experimentation and innovation could be better supported, the MRC has been gratified by the member of Title VII projects submitted over the past year.

While New England's diverse LEP populations are burgeoning, the region continues to experience one of the most devastating economic downturns in its history. Local and state

educational agencies are retrenching, cutting back LEP related services and furloughing staff, making it more imperative than ever to collaborate for more efficient program support and service implementation.

As Federal, State and local education agencies build new educational reform plans, the MRC is committed to strengthening existing partnerships and expanding into new frontiers. New trends of cross-cutting divisions and looking at whole school change have prompted MRC staff to delve into new areas of expertise. It is no longer enough to understand Bilingual Education and Second Language acquisition issues. Staff have begun to apply this knowledge to areas such as Chapter I programming, integrated social service delivery systems, school governance models, etc. New directions in staff development are now dictating that all staff have the ability to cross into other discipline areas, integrate the knowledge and come up with new approaches to existing problems. The staff at MRC-1 are prepared for this challenge.

Federal and State initiatives with Goals 2000 will have a substantial impact on staff activities for the 1994-95 contract year. The MRC at Brown University will serve as a state focal point for Goals 2000 training and information sharing. Rhode Islands' teacher representatives (who were trained in Washington during the 1993-94 academic year) will be running state-wide forums for teachers. MRC staff will mirror much of this training for central administrators and superintendents. The MRC will become a clearinghouse for Goals 2000 throughout the region.

Multi-district offerings that combine the needs of neighboring LEAs for strategic workshop sessions continue to be encouraged. Fewer single events are being scheduled in favor of more intensive, longer duration high-impact training. Sustained training models are being promoted. One issue that has been addressed in this multi-district fashion is the inexperience of LEAs across the region in providing appropriate service to the huge numbers of older students arriving at middle and high schools with little or no prior schooling.

Intensive program and staff development in these districts is needed. Plans are being made for follow-up as part of the MRC's Professional Development Seminar series.

An on-going focus on the "Training of Trainers" and the training of administrators is part of the MRC's strategy to contribute to capacity building efforts within both the LEAs and the states. In this way, both agencies will be developing and using their own considerable human resources to a greater extent than previously possible.

In addition, the MRC will continue its support and sponsorship of the New England Superintendents' Leadership Council: A Consortium for Educating Language Minority Students. Superintendents meet frequently throughout the year in state, regional, and special task groups, in addition to attending the 2-day Summer Institute.

The Leadership Council has become a major MRC activity. While superintendents have set their own agendas, done their own needs assessment and recommended topics and speakers for presentations, the MRC has provided financial and human resources to ensure the success of the superintendents' efforts. Superintendents continue to meet with their State Commissioners, School Boards and superintendents' organizations; they have made local and national presentations, participated in video productions and enrolled in MRC courses and workshops.

With the MRC's support, the Superintendents' Council has become successful beyond expectation. They applied for and received a Title VII short-term training grant, Project CARES, to expand the Council's activities and continue to recruit new members. The MRC has worked with the EAC to develop evaluation procedures which will realistically reflect the incredible personal, professional and district-wide growth that has resulted from this MRC-initiated project.

With the assistance of the Superintendents' Leadership Council, the MRC has made presentations to superintendents in other parts of the country to encourage them to organize in an effort to improve the quality of their programs for LEP students.

In collaboration with MRC staff, superintendents in Connecticut, Maine and Vermont were active in the development of statewide ESL certification criteria. In Rhode Island and Massachusetts, superintendents participated in the revision of statewide bilingual and ESL certification standards.

For the first time, with the anticipated passage of Vermont's certification recommendations, all six New England states will have ESL teacher certification. Massachusetts and Rhode Island have upgraded their certification requirements. This has had a considerable impact on the numbers of teachers seeking coursework. The MRC at Brown and University of Massachusetts have worked closely with State Departments of Education certification offices to implement state-wide plans for recertification. Bilingual certification issues are currently under review in Connecticut and Rhode Island.

The MRC continues to serve as a resource to the diverse planning groups throughout the region that have undertaken the responsibilities inherent in these long-term certification improvement challenges.

VI. LETTERS OF APPRECIATION

NEW ENGLAND DESEGREGATION ASSISTANCE CENTER
FOR EQUITY IN EDUCATION

A Program of the Education Alliance at Brown University

BROWN UNIVERSITY

Adeline Becker, Executive Director
John R. Correiro, Director

August 19, 1994

Charlene Heintz
Director
Multifunctional Resource Center
Brown University
144 Wayland Avenue
Providence, RI 02906

Dear Charlene:

I want to express my appreciation to you and the MRC staff for both your collaborative efforts and assistance this past year, the first year of our operation.

From the initial joint workshop provided to the Methuen Massachusetts Public Schools, pairing Bob Parker of your staff and Merlene Samuels of ours, to the many joint efforts on statewide, Language Acquisition, Cultural Diversity, and Sex Equity conferences throughout the New England Region your advice and guidance, as well as that of your assistant director Jane Yedlin and your entire staff has been most helpful.

I am looking forward to the continued development of collaborative initiatives, that in the end benefit our region, and guarantee efficiency and effectiveness in the delivery of technical assistance services..

Sincerely,

John R. Correiro
Director

JRC:tb

xc: file

NEW ENGLAND DAC · Brown University · 144 Wayland Avenue · Providence, RI 02906-4384

Tel.: (401) 351-7577 · Fax: (401) 351-9594

VINCENT A. CIANCI, JR.
Mayor

ARTHUR M. ZARRELLA, PED. D.
Superintendent

Providence Schools
OUR SCHOOLS, OUR FUTURE

Office of the Superintendent

August 2, 1994

Charlene Heintz
Director
The Education Alliance/MRC
144 Wayland Avenue
Providence, RI 02906

Dear Mrs. Heintz:

It is rare to work with an outside organization and experience the high degree of expertise, commitment and sustain involvement which the Providence School Department has received from the MRC throughout the year.

MRC staff were outstanding facilitators and a strong guiding force during the development of the LIFT (Language Instruction For Transition) document. As you are well aware, this process was community-based and brought parents and community leaders, together with teachers and administrators. It was a very comprehensive and highly participatory process. For the first time, the Providence Public Schools has a comprehensive plan for Bilingual Education. I believe this is a sound, high-quality document which will serve as a strong foundation for future directions in educating our LEP children. Our thanks for your persistent involvement.

The research you provided on professional development through portfolio assessments for teachers was excellent. Mr. Renzulli, Assistant Superintendent for Elementary Education, was able to disseminate this information and has subsequently begun working on incorporating many of these ideas into our new hiring and promotional practices. Additionally, let me say that the staff development and training sessions you provided throughout the year were well attended and the evaluations favorable.

Again, let me take this opportunity to thank you and the MRC staff for the consistent support and assistance you've given us this year.

Sincerely,

Arthur M. Zarrella, Ped.D.
Superintendent

AMZ:ecmj

797 Westminster Street • Providence • Rhode Island • 02903-4045 • (401) 456-9211 • FAX (401) 456-9252 • TDD (401) 456-9330

The Providence School Department does not discriminate on the basis of age, sex, religion, national origin, color or disability in accordance with applicable laws and regulations.

The Commonwealth of Massachusetts
University of Massachusetts - Boston
100 Morrissey Boulevard
Boston, Massachusetts 02125 - 3393

TO: Catherine Walsh, Coordinator, New England Multifunctional Resource Center for Language and Culture in Education
FROM: William L. Dandridge, Dean, Graduate College of Education
DATE: June 30, 1994
REF: Training Proposal for Grandfathered ESL Teachers

I want to commend you for your quick and thoughtful response to the needs of the several hundred ESL teachers who could lose their certification under the new teacher certification regulation that take effect on October 1, 1994. Your proposed recertification program presents a reasonable action plan that does not impose further hardships on the teachers and it does not add additional demands and complicated regulations on the districts that employ them.

Your plan also makes effective use of existing resources on the Boston campus, and it has the potential to inform the planning for the new undergraduate and graduate teacher preparation programs. I am especially pleased by the latter possibility because we must find more effective ways to prepare all teachers to work with increasing diverse student populations. I hope the collaboration will raise the awareness of the faculty in general and encourage them to think in news ways about the content and focus of their current courses.

The Graduate College will be happy to consider the granting of credits to the courses you have proposed. Please be sure to present the course descriptions and syllabi to Associate Dean Joe Check. He can guide you through the course appro al process.

Congratulations and please let me know if there are ways that I and other members of the college can be helpful to you in this under taking.

WLDsh DI?

cc: Suzy Groden
Joe Check

Dr. E. A. Ricci School
55 Intervale Avenue
North Providence, Rhode Island 02911

March 2, 1994

Dear Jane,

Your E.S.L workshop was great! I've never seen so many teachers so excited about a workshop. Thanks to you all the E.S.L students throughout the district will benefit.

There have been many positive comments and enthusiastic discussions on your presentations. You really raised the teachers awareness and their ability to help all students learn.

Thanks so much for your help. I know it took a great deal of your personal time, but many people benefited.

Sincerely,

Robert O'Brien
Principal

National Coalition of Advocates for Students
100 Boylston Street, Suite 737, Boston, MA 02116
Phone 617-357-8507 FAX 617-357-9549
Joan First, Executive Co-Director
Richard Gray, Jr., Executive Co-Director

NCAS

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Louisville, KY

Massachusetts Advocacy Center
Boston, MA

Mississippi Human Services Coalition
Jackson, MS

Multicultural Education Training & Advocacy
Somerville, MA San Francisco, CA

National Black Child Development Institute
Washington, DC

National Council of La Raza
Washington, DC

North Carolina Education & Law Project
Raleigh, NC

Parents Union for Public Schools
Philadelphia, PA

Statewide Youth Advocacy, Inc.
Albany, NY

Student Advocacy Center
Ann Arbor, MI

October 8, 1993

Jane Yedlin, Assistant Director
New England Multifunctional Resource Center
144 Wayland Avenue
Providence, RI 02906-4384

Dear Jane:

Thank you very much for your taking time out from your busy schedule to meet with me on Monday. Your insights on LEP students with special needs were particularly helpful to our work. I would certainly contact the individuals whose names you shared with me.

Enclosed is a set of NCAS publications for you. I have forwarded another set of publications to Maria.

It was wonderful to meet you. If you can think of any idea for collaboration between your center and us, or if my office can be of any assistance to you, please feel free to contact me at (617) 357-8507.

Sincerely,

Vivian Lee
Director
NCAS National Center
for Immigrant Students

Enclosures

BURLINGTON SCHOOLS

November 19, 1993

Mr. E. Donald Bouchard
Multifunctional Resource Center
University of Southern Maine
College of Education
218 Bailey Hall
Gorham, Maine 04038

Dear E. Don,

It's been a whole week since you were her to conduct the second day of our ESL workshop, and I apologize for not writing sooner.

I know that you are already aware of the positive responses from those who attended your sessions. However, I also want to thank you, and congratulate you for doing exactly what we hoped for. You were able to translate the results of our needs assessment and our conversations about what our staff said they needed and wanted, into a wonderful, informative, and interactive workshop. We really appreciate your efforts!

We would like to offer a repeat of the two days so that more folks can benefit from the experience. I know that recent participants will encourage their colleagues to attend. Just yesterday, I polled the principals at a meeting, and they were unanimous in their support for another workshop. The feedback that they received from staff members was extremely positive. I hope that we can work something out that fits your schedule, and involves Marisha too. I'll telephone you early in December to see if we can arrange some dates.

Again, thank you so much for providing excellent and meaningful training for our staff!

Sincerely,

Vicki

Vicki C. Hornus

c: Paul Danyow, Superintendent
Dr. Adeline Becker, Director, MRC

Vicki C. Hornus, Director
Special & Compensatory Education

150 Colchester Avenue
Burlington, VT 05401

Phone: (802) 864-8456
TTY/TDD: (800) 253-0191

March 21, 1994

Jane A. Yedlin, Ph D
Assisting Director Training Coordinator
New England MRC
144 Wayland Avenue
Providence, RI 02906-4384

Dear Dr. Yedlin:

I am writing to share with you that the International Week at Colt Andrews was a great success. Many invited guests acquainted our students with other cultures, countries and languages in the world, demonstrating that we are first and foremost a human community and that our differences ought to be celebrated and valued.

The Portuguese American students were particularly delighted with the presentation that focused on the Azores. Many of these students now greet me in Portuguese and with a pride in their multicultural heritage that was less evident prior to International Week. Enclosed, please find some students' touching thoughts about the presentation.

I also want to acknowledge the preparatory work of Manuela Duarte, which made the presentation about the Azores possible, educationally relevant and developmentally appropriate.

Thank you for your time and for contributing to the International Week at Colt Andrews in a special way.

Sincerely,

Ana M. Medeiros, M.S.
School Psychologist

Jeffrey Merrill Smith
26 Walton Street #3
Portland, Maine 04103
(207) 828-8026 (Home)
(207) 874-8135 (Work)
March 22, 1994

Dr. Adeline Becker
New England MRC
Brown University
144 Wayland Ave.
Providence, RI 02906-4384

Re: Relocation to Oklahoma

Dear Adie:

I thought you and some MRC might be interested to know that I have been hired as a full-time grant-writer for Tulsa Public Schools, in Tulsa, Oklahoma, starting May 9, 1994.

Under your leadership, your staff have exemplified excellence and equity in action for all students in New England. Your personnel have been among the most outstanding professionals I have ever encountered in education. I only hope their counterparts in Norman, Oklahoma are of comparable caliber.

Meanwhile, I look forward to seeing you at one last MABE in April in Leominster. I only hope it doesn't snow!

Sincerely,

Jeffrey Merrill Smith

June 6, 1994

Robert Parker
The Education Alliance
144 Wayland Avenue
Providence, RI 02906-4384

Dear Bob,

This letter is to thank you for being a guest speaker on May 31, 1994 at Rhode Island College. Your presentation was invaluable in helping to develop sensitivity to the issues involved in the education of limited English proficient students.

The workshop was an asset to both my students and myself. You received rave reviews from the teachers in attendance.

Once again, I would like to thank-you for your professional support and assistance. By providing access to excellent resources and personnel both on the college/university level as well as on the secondary school level, your center is a tremendous resource to Rhode Island and it's educational community.

Sincerely,

Karen Karten

Karen Karten
Teacher Trainer-Rhode Island College/Providence College
ESL Instructor/Consultant-Woonsocket High School
Woonsocket, Rhode Island

cc/ Dr. Adeline Becker, Executive Director
Charlene Heinz, Director

Whiting Lane School

47 Whiting Lane *West Hartford, Connecticut 06119* *Thomas Karpeichik, Principal*

April 8, 1994

Sue Goldstein
176 Bel Aire Dr.
Mystic, CT 06355

Dear Sue:

On behalf of the Whiting Lane Staff, I thank you for your inservice dealing with strategies for teaching ESOL students. The activities were poignant in illustrating difficulties that our ESOL students may have in our classrooms. The handouts are excellent and the strategies you provided were practical and able to be integrated easily into our teaching methodologies.

We appreciate your taking time from a busy schedule to share your expertise with us. I hope you will come back again to Whiting Lane, your assistance has been so valuable. With all good wishes from a grateful Staff, we thank you again.

Sincerely,

Anne Jellison

Anne Jellison, PhD
Curriculum Specialist

c: Helene Becker
Jan Yedlin ✓
Tom Karpeichik

COPY

GREENWICH PUBLIC SCHOOLS
WESTERN MIDDLE SCHOOL
1 Western Highway
Greenwich, Connecticut 06830
(203) 531-5700

DONALD J. STRANGE
Principal

DAN WILLIAMS
MICHAEL J. MAROTTO
Assistant Principals

April 22, 1994

Mr. Sabino Rodriquez
The Coordinator
Connecticut MRC
University of Hartford
South Cottage
200 Bloomfield Ave
Hartford, CT 06117

Dear Mr. Rodriguez:

On behalf of the parents, students, and staff of Western Middle School, I want to thank you for the outstanding presentation you made on Tuesday evening. Your discussion with our parents gave an extremely powerful "jump start" to our Hispanic Outreach program. All of the areas you touched on - what it means to be Hispanic, why Hispanics should be proud of their heritage, how parents can become directly involved in their children's education, how parents can work within the school community - these are essential components to increasing the participation of these parents in our school. More importantly, your message was delivered in an extremely upbeat, enthusiastic, honest and direct fashion that earned the respect and admiration of all who attended our program.

Comments from both parents and staff members who attended our program gave me a very clear message - we want you back to do additional sessions with both students and parents. In fact, I shared with both our Assistant Superintendent, Dr. Karen Conklin, and Board of Education members the tremendous enthusiasm and sense of hope generated by your remarks. Suzanne Sugrue and I will be contacting you within the next several weeks to arrange for follow-up sessions.

Once again, thank you for the vital role you played in helping us reach this important segment of our community.

Sincerely,

Donald J. Strange

Donald J. Strange
Principal

ENGLISH AS A FOREIGN LANGUAGE
BROWN UNIVERSITY
OFFICE OF SUMMER STUDIES

June 18, 1994

Ms. Jane Yedlin
New England Multifunctional Resource Center
144 Wayland Avenue
Providence, RI 02906

Dear Jane:

Please forgive my tardiness in writing to thank you for the "Training the Trainers" workshop you recently presented to our summer Master Teachers.

As you will see from the enclosed evaluations, you received rave reviews all around. Your presentation was thorough, varied, stimulating, instructional, and very enjoyable. All of us learned a great deal, and I am expecting that our training for our Apprentice Teachers will be a far better product thanks to your ideas and influence. I will be sure to let you know how it went.

The Master Teacher team and Karen join me in sending sincerest thanks for a wonderful job and best regards,

Casey

Dr. Casey Turner, Coordinator
English as a Foreign Language

Box T, Providence, RI 02912, USA • Tel: (401) 863-3394 • Fax: (401) 863-7908

BOSTON PUBLIC SCHOOLS

THE ENGLISH HIGH SCHOOL
Founded 1821

GERALD L. SULLIVAN
Headmaster

Assistant Headmasters
Dalia E. Alvarez
William E. Coffey
Patricia A. O'Brien

March, 8, 1994

Dr. Georgette Gonsalves,
New England Multifunctional Resource Center
For Language and Culture in Education.
University of Massachusetts at Boston, Wheatley Hall
100 Morrissey Blvd. Boston, MA. 02125-3393

Dear Georgette:

We would like to thank you for the In-Service workshops conducted on March, 2, 1994 at English High School. Teachers enjoyed the workshops. Workshop presenters engaged teachers in hands-on instructional approaches readily applicable in the classroom. The three workshops were also very effective in addressing the need to re-think our instructional methods to better educate our Limited English Proficiency students.

Thank you again and hope we can maintain a working relationship in the future.

Sincerely,

Gerald Sullivan, Headmaster.

Francisco Ruiz
Bilingual Department Head.

AMERICA'S OLDEST PUBLIC HIGH SCHOOL
144 McBRIDE STREET, JAMAICA PLAIN, MA 02130 • 635-8979

NORTHEAST METROPOLITAN REGIONAL VOCATIONAL SCHOOL DISTRICT

100 HEMLOCK ROAD • WAKEFIELD, MASSACHUSETTS 01880
(617) 246-0810
(FAX) 246-4919

JUDITH L. KLIMKIEWICZ
Vocational Academic Coordinator

January 27, 1994

Dr. Nancy Clair
c/o University of Massachusetts Harbor Campus
N.E.M.R.C./G.C.O.E. W-1-77B
100 Morrissey Boulevard
Boston, MA 02125-3398

Dear Nancy,

On behalf of Northeast, I would like to take this opportunity to thank you for the wonderful job you did at our recent staff development workshop.

Your warmth, concern, and knowledge came across to our staff in exactly the right proportions. You made each participating staff member more aware and informed. You also instituted a "spark" that has begun to catch on like wildfire.

Again, thank you for a job well done and deeply appreciated. I will be contacting you soon about further meetings with our newly formed Cultural Diversity Committee.

Sincerely,

Judith L. Klimkiewicz

Judith L. Klimkiewicz